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ABSTRACT

The guidelines in this booklet have been prepared to help authors, artists, and editors cope with problems inherent in presenting educational materials that give children an unbiased view of the full range of human potential. Contents are divided into three main sections. The guidelines for treatment of the sexes focus on general content, language usage, and avoiding sex stereotypes in art. The guidelines for treatment of races and minorities deal with general content, content for specific groups (Black Americans, American Indians, Hispanic Americans, Asian Americans, and Jewish Americans), and avoiding racial and minority stereotypes in art for the same groups. The subject area guidelines concentrate on avoiding sexism and racism in 11 key classroom areas of study: reading; general social studies; elementary social studies; high school social studies; literature; grammar, composition, and spelling; foreign language; family life (home economics); mathematics; science; and music. Each of the sections in the booklet's guidelines gives detailed examples of negative and positive treatment. (JM)

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Macmillan

GUIDELINES FOR CREATING POSITIVE SEXUAL AND RACIAL IMAGES IN EDUCATIONAL MATERIALS

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PREFACE

Several recent social movements have added impetus to our search and struggle for a more egalitarian society. Many people today share a determination to create a world in which all young people shall be *free to choose* patterns of life, work, study, and recreation consistent with their innermost aspirations, interests, talents, resources, and energies, and to do so unhampered either by overt discrimination or by an equally limiting tyranny of the norm. Such a tyranny seeks to enforce upon individuals previously unchallenged but often irrelevant, inaccurate, and outdated stereotypes about what it means to be: male or female, black or white, young or old, rich or poor.

Most of us entered a world full of symbols, signs, and signals that transmit in numerous ways detailed directions for the roles we are expected to play as members of a specific gender, class, and/or ethnic group. From the books we read, the stories we hear and the "models" we observe, we develop an awareness of expected categorical distinctions within our society. Gradually, by a process of continual reinforcement, we adopt existing cultural norms in such a way that they become capable of exerting subtle psychological pressures on us. The exercise of these norms as internalized criteria against which we then judge the aspirations, feelings, and behavior of ourselves and others tends to perpetuate the existing catagorical distinction. As a consequence, many otherwise motivated and capable individuals are constrained from being—or even aspiring to be—all that they are capable of becoming.

Psychological and sociological observation suggests that even today, in the midst of a new and developing social consciousness, young men and women continue to evaluate themselves and behave in ways consistent with dominant stereotypes, including the tradition that values competition, independence, intellectual competence, and leadership as necessary attributes of both mental health and masculinity among males but at the same time considers the same attributes "unfeminine"—or even evidence of mental instability—when exercised by a woman or young girl.

Through history and personal experience we have learned that those who defy the convention or role-appropriate behavior—whether in their intellectual, professional, or personal lives—pay a high price in personal anxiety and social discrimination. Often, therefore, when faced with a conflict between expressing certain inner abilities and interests that happen to be inconsistent with existing stereotyped role expectations, most of us tend, consciously or unconsciously, to decide in favor of the cultural norms we have internalized. What we might call the motive to avoid competitive success is one example that applies to women in our society; and the motive to avoid affective or emotional competence among men is another example.

Social scientists have repeatedly stressed the significance of our early and cumulative experiences in first shaping and later reinforcing our beliefs and expectations about ourselves and those around us. Neither civil rights legislation nor affirmative action programs can or will *by themselves* improve the situations that they confront. At this stage in our society's struggle against discrimination, the word "education" holds the key. Education to counteract stereotyping, education to promote individual aspiration and choice, and education to expand the horizons of all young people whatever their background, will provide the help to make our civil rights laws work sooner and better.

All of which speaks directly to the need for these Guidelines.

Matina S. Horner
President, Radcliffe College

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INTRODUCTION

Imagine you are a young girl attempting to grasp a new mathematics concept, using examples that depict boys doing important things, while Susie and Jane watch from the sidelines.

Imagine you are a child from a minority group learning to read from books that consistently represent people whose customs and life styles are strange to you, illustrated with pictures that show your own people, if they are present at all, only as background figures.

These children are not simply being taught mathematics and reading; they are also learning—sometimes subliminally—how society regards certain groups of people. In the case of that young girl or that minority child, they might deduce from their reading that they are somehow second-class citizens, and that one type of person has less value than another.

Educational materials reach millions of children at a time when their vision of themselves and society is taking shape. The pervasive influence of textbooks on children's self-image gives publishers an awesome social responsibility only recently recognized to its full extent.

Our consciousness of this responsibility has been expanded by countless adults speaking out against social prejudices that have damaged their life opportunities: women attempting to redefine their roles in a world that labeled self-reliance "unfeminine"; men alienated from home life and burdened by stereotypes of masculinity; black persons struggling for human identity in a white-dominated culture; American Indians displaced by centuries of burgeoning white culture; aged persons uprooted and neglected by a society that has changed with bewildering speed. On behalf of millions like them, these people are insisting upon positive changes that will enable everyone to fulfill his or her potential regardless of social class, race, sex, age,

or any other accident of birth unrelated to individual capabilities. As part of this trend, textbook adoption committees everywhere are beginning to add sexism and racism criteria to their adoption requirements.

It is the policy of Macmillan Publishing Co. to publish educational materials that give children an unbiased view of the full range of human potential. We do not intend to dwell on the publishing industry's past shortcomings in communicating this view, but we do require a constructive approach from now on. We are asking our authors, designers, illustrators, and editors of textbooks and classroom materials to guard against any traces of social bias. We are asking them to acknowledge and support the widely varied backgrounds and heritages of their young readers, while at the same time recognizing the common human concerns, needs, and feelings that transcend these differences.

While most of us at Macmillan pride ourselves on our awareness and rejection of social stereotyping, it is sometimes difficult to translate our awareness into practical application. Stereotypes are based on assumptions that run deep in our culture—so deep that they can slip by unnoticed unless our awareness is continually sharpened and refined. Our very language presents serious difficulties. For many of us, the struggle to comprehend fully today's equality and liberation movements has been painful, for we must overcome fundamental premises on which our own lives were built—many of the premises we gleaned from the textbooks we used as children.

Accordingly, the Committee for Creating Positive Sexual and Racial Images in Educational Materials in the School Division of Macmillan has prepared these guidelines to help authors, artists, and editors cope with problems inherent in adapting to newly-raised consciousness. This booklet does not attempt to cover every possible situation that may arise concerning stereotypes, nor can it substitute for your own common sense and human understanding. Because social attitudes are constantly changing and churning in this age of growing awareness, the points outlined here remain open to continuing refinement and re-evaluation. We believe, however, that the following guidelines accurately reflect our publishing philosophy. We further believe that they expand rather than restrict your opportunities to serve the needs of our readers.

What Is Sexism? Sexism is anything that limits a person's role in life according to gender (other than actual reproduction). Usually it takes the form of assigning girls and women to subordinate passive roles, limiting their participation in the areas most valued intellectually and economically in our society, and reinforcing dominant roles and activities outside the home for men and boys.

What Is Racism? Racism is anything that assigns to people an inferior or limited role based on ethnic or national origin, race, religion, or skin color, with the assumption that these characteristics are related to a person's capacities and behavior. The glorification of one race over others, or the consistent omission of certain races, is also racist.

Commission and Omission: Modern textbooks rarely offend groups of people by direct statements. More often, the social judgment is implied, making it all the more damaging for its subtlety. Black children may get the message that there is something wrong with them when all the people in their textbooks are white. Girls may be conditioned to feel instinctively that the creed "all men are created equal" does not apply to them; children may accept society's rejection of aged people when they show up only in subordinate roles in their reading materials.

What About Other Objectionable Stereotypes? We must be sensitive to all text and art that generalizes about people on the basis of irrelevant characteristics, such as physical appearance, monetary status, age, or special abilities. Some objectionable examples are: dumb athletes, stupid beautiful women, skinny intellectuals wearing glasses, fat social misfits, old ladies with twenty cats, or emphasis on the upper classes alone to portray the "typical" lifestyle in a period in history.

What About Different Grade Levels? With varying degrees of sophistication, the guidelines here presented will apply on every grade level. In the lower grades, we should concentrate on giving children the message that people of both sexes and all races are important in our culture, with no one group esteemed more than another. This is accomplished indirectly much of the time, through our choice of stories, examples, and illustrations. With this

foundation, children will be prepared to deal more directly with social issues in the higher grades. There, we will be examining material that *is* sexist and racist—as in literature and history—along with material that confronts these issues in the light of today's egalitarian standards.

Sexual and racial balance must be maintained in every item we publish, whether or not it is part of a series.

"Accurate Portrayal" Versus Ideal Situations: Except in the social studies field, we are more interested in emphasizing what can be, rather than the negatives that still exist. "Reality" itself is subject to slanted interpretations. The fact that black persons do not yet hold a proportionate share of executive positions should not prevent us from depicting a sizable number of blacks as executives. Realistically, persons from any group can sometimes be stupid, make mistakes, ask for help; but no one group of people should have a corner on negative attributes.

GUIDELINES FOR TREATMENT OF THE SEXES

GENERAL CONTENT GUIDELINES

LANGUAGE-USAGE GUIDELINES

AVOIDING SEX STEREOTYPES IN ART

SEXISM: GENERAL CONTENT GUIDELINES

THE INVISIBLE WOMEN

"Today's farmer is a very different person from the westward-moving frontiersman whose fortunes you have followed across the continent."

Wars have been fought, our continent has been settled, lifestyles have been transformed dramatically within decades, civilizations have been built, and cultures have died. In textbook accounts of these events, where is the woman? Was she not also a "westward-moving frontier person?" Women have existed as long as men, with all the endowments of the human species, including intelligence, resourcefulness, and influence. Yet when women are mentioned at all, it is as the "other one," the "opposite" of man—therefore the sex that does not share in the significant struggles and achievements of the human species. Existing textbooks say, in effect, that men made history while women—or rather the mothers, sisters, daughters, and wives of men—watched, helped out occasionally, and periodically changed their fashions and hairstyles. The positive, active roles enacted by women throughout history should be researched thoroughly and incorporated into classroom materials.

Western culture tends to emphasize values that are considered masculine—such as physical courage, power, conquest, acquisition of property, and production of goods; and textbooks tend to portray human events arising from such values. Many women have participated actively in such events (as leaders, scientists, athletes, etc.) and should be mentioned when possible in textbooks. However, if our materials focus too heavily on those traditionally-honored endeavors, the balance still tends to favor males.

Another aspect of human development, one that is usually minimized, is the so-called "feminine" aspect, including compassion, gentleness, expressiveness, and conservation of life. Current public issues such as ecology, population control, hunger, disarmament, race relations, unemployment, and crime

are making people question just which areas of achievement are truly valuable to society. It is becoming increasingly obvious that so-called "feminine" values of emotion and behavior should be cultivated in all children, regardless of sex, and given the priority they deserve in our classroom materials. Neither sex has a monopoly on humanism.

GUIDEPOST:

Women and girls must be made visible in our history and throughout modern culture. Our books should reflect current trends in rethinking our priorities and values—including the idea that the suppression of any group of people, such as women, threatens the well-being of the entire human species.

THE 51% MINORITY

More than one-half of the population is female; yet a visitor from another planet, after examining most texts and readers, might assume that males outnumber females by at least ten to one.

GUIDEPOST:

In selecting authors, illustrators, and the content of artwork, stories, poetry, non-fiction accounts, and examples, remember that half of the human population is female and should be represented appropriately in our textbooks.

WOMAN ON A PEDESTAL/MAN THE SURVIVOR

"The Fair Sex": guardians of morality . . . peace-loving . . . above material concerns . . . compassionate . . . nurturers . . . self-sacrificing . . . modest . . . pure . . . innocent . . . self-effacing. "Little girls don't fight." "Little girls are sweet."

"The Strong Sex": the conquerers . . . doers . . . builders . . . logical . . .

tough . . . enterprising . . . realistic . . . competitive . . . self-confident . . . self-reliant . . . bold . . . wise. "Little boys should fight their own battles." "You can't expect little boys to be nice." "Little boys are adventurous."

The romantic image of ideal womanhood has been so overplayed that most girls grow up believing they must attain it to be acceptable as women. Binding young women with such demands can cripple them as severely as did binding their feet in old China. If girls are to develop the abilities required for space-age survival, they must embrace "masculine" virtues as well, and it is unfortunate that those who do so have been chided for rejecting "lady-like" values associated with their own sex. Studies have shown that many intelligent young women have been programmed to experience severe anxiety over success, and unconsciously or even consciously are inclined to sabotage themselves academically in an attempt to appear "feminine." Our textbooks should provide role models encouraging girls to develop the success-oriented attitudes needed by a modern world whose women must prove every bit as self-reliant as its men.

Boys suffer, too, from unrealistic sex-stereotyped expectations. Programmed to "masculine" ideals, they are pressured and ridiculed into rejecting "feminine" values. The virtues attributed to ideal women are not to be minimized for either sex, but deserve to be expanded beyond woman's "special domain." Mature human beings of either sex are "strong enough to be gentle" and our textbooks can encourage this by "de-sexing" desirable human attributes.

GUIDEPOST:

Do not attribute specific traits or values to a sex. Seek out main characters and figures in history who embody a range of human potential: a rugged woodsman can care for an orphaned animal; a woman can win an important election and display love for her children; a mild-mannered man can act bravely.

THE "CHEERLEADER" SYNDROME

Girls watch boys build a treehouse, reward their big brothers with smiles when they solve a mystery; a mother stands at the kitchen door wiping her hands on an apron while father rescues a treed cat; women urge their husbands on to greater achievements and allow males to take credit for their ideas.

These prevalent images reinforce the notion of woman as passive onlooker, giver-of-support, and non-achiever. Such images act as a straitjacket to females and a painful hairshirt to males who suffer from constant pressure to prove themselves.

GUIDEPOST:

Emphasis should be placed frequently on portrayals of girls and women participating actively and positively in exciting, worthwhile pursuits, while males should be permitted often to observe and lend support.

"MOTHER'S PLACE IS IN THE KITCHEN"

"The men caught the fish; their wives cooked them."

"Judy helped her mother set the table."

"When doing the laundry, a housewife should use biodegradable detergents."

Even in hypothetical examples, the assumption is that only women do the household chores, and that is all they ever do. The stereotyped mother is always in the kitchen, unless she is sewing, making the beds, or shopping. In real life, more than 40% of all married women now work outside the home. Fathers share in the shopping, cooking, cleaning up, and child care. Eighty percent of the women who work outside the home do so because they or their families need the money, and because they have skills and training needed in the working world. Therefore, we should not imply that

women's employment is: supplemental ("She worked for pin money."), amazing ("She actually has her own business!"), unfortunate ("Her family must have suffered."), or a special privilege ("Her husband allowed her to work."). On the other hand, the value of work *within* the home should not be discounted ("My wife doesn't work." "I'm only a housewife." "He was stuck with the cooking."). A recent study by the Chase Manhattan Bank estimates that services performed by the average housewife would amount to $8,285.68 in annual wages. Household tasks should not be singled out for glorification when depicted as "the woman's role" ("Homemaking is the true vocation for a woman.") or degraded in relation to "real" (money-earning) work, but such tasks can be recognized as an essential part of everyday life increasingly shared by both sexes. This position should be extended to our portrayal of children's activities, away from the stereotyped image of girls helping their mothers with household chores.

GUIDEPOST:

Show some mothers as having outside employment. When at home, show them participating in a variety of activities—reading the paper, paying bills, building shelves. Show some boys and men sharing in domestic chores on a regular basis.

"FRAGILE WOMANHOOD"

"Mother said, 'I can't get Mike. I will get Daddy. Daddy can go up the tree. He will get Mike down.'"

"Their guide from here on was an amazing Shoshoni Indian woman, Sacajawea . . . . Promised her freedom as a reward for getting the party through the Rockies, she did just that, with a young baby strapped to her back."

It is a myth that women are fragile. In real life, some women frequently climb ladders, carry heavy weights, perform rescue operations, split logs for the fireplace, drive cars and trucks, and otherwise belie the stereotype of

female weakness. Also, despite popular images, women and girls are not naturally reduced to quivers at the sight of bugs and snakes, or in need of male protection in all challenging circumstances. Children are sometimes weak and uncertain when learning a new skill or facing a difficult situation, but this should bear no relationship to their sex.

The passage about Sacajawea is a more subtle example of how the myth of feminine fragility is reinforced. The book from which it was taken abounds with stores of male guides, explorers, and other rugged heroes who toted many a heavy load. Sacajawea was the only person of this ilk described as "amazing." Why? The implication is that only a very unusual woman would possess the courage and stamina to perform a feat commonplace for male guides during that time in history.

GUIDEPOST:

> **Show women and girls as strong, enterprising, competent, and courageous as often as you do males. Allow males to be occasionally self-doubting, in need of reassurance and support.**

"THE EMOTIONAL SEX"

> *"I'm scared," said Susan, clutching her brother's hand. She began to sob uncontrollably.*
>
> *"That love stuff is for girls," said Jerry to his friend as they left the movie theater.*

Once in a great while, traditional textbooks show little boys on the verge of tears, but they nearly always manage to choke them back bravely. Girls in such books, on the other hand, usually surrender to their fears and dislikes, to the point where they seldom take positive action. In this way, girls are used as a kind of foil to highlight male achievements. Thus girls are programmed to feel that "feminine" emotional weakness is desirable because it helps males build their self-esteem and, in turn, will spur males to solve all of life's problems. This attitude cripples males, too: they are learning con-

tempt for females and an exaggerated image of masculine strength impossible to fulfill. They are being taught to be dishonest about their own feelings and to deny their expression. Boys and girls are further learning to be less than whole human beings when we reinforce the notion that tender emotions, such as love, sympathy, and caring, are acceptable only for one sex.

GUIDEPOST:

> **Boys as well as girls, women as well as men, should cry or otherwise respond emotionally when appropriate. They may also exhibit self-control and emotional courage in trying circumstances, especially when such restraint enables them to act positively.**

CAN WOMEN DO MEN'S WORK?

> *"That's a man's job." "Women aren't aggressive enough to be executives." "Women can't make hard decisions, they are too soft."*
>
> *All hypothetical examples of working people in a textbook are male, except typists, teachers, and nurses. The girls play with dolls, the boys build rockets, ride bicycles, form clubs, play sports, solve problems.*

It is a fact that women have contributed significantly in male-dominated fields: business and industry, education, politics, the sciences, sports, and the arts. Many have achieved positions of leadership, and increasing numbers of women are gaining public office. True, the majority of women thus far have functioned in roles often assigned to them by males. But it should be noted that these roles include virtually every kind of labor known to males: heavy farming, construction, fighting, hunting, analytic work, and other physically and mentally taxing jobs. During the Victorian Age, it suited males to confine women, at least those of the upper classes, to an ornamental role as swooning ladies. During the World Wars women were needed to fill men's jobs, and magically lost their "natural delicacy."

Today, women represent a very substantial part of the labor force. Well over half of all American women between ages 18 and 64 now work outside the

home, and they are active in all major industries and professions. Our textbooks should reflect these realities in depicting adults at work and children at play.

GUIDEPOST:

Represent women in all professions and phases of employment, including positions of leadership. Show young girls at play that develops the necessary skills for eventual employment: vigorous physical games, building, inventing, and problem-solving.

"THE PERFECT FAMILY"

Father . . . Mother . . . Big Brother . . . Little Sister . . . Dog . . . Cat . . . House . . . Car

Contrary to what many textbooks would have us believe, many families do not follow the above pattern, and children should not be given the impression that such a family constellation is necessarily the ideal. Not only are there obvious variations such as older sisters, one child, or children all of one sex; but a growing number of "acceptable" families have only one parent (of either sex). Also, we should not omit single adults, who, if we were to judge from textbooks, simply do not exist. Nowadays single adults of either sex can adopt children. It is unrealistic and unfair to imply that all one-parent homes are "broken" homes.

GUIDEPOST:

Show a realistic variety of family clusters: children of only one sex in some families, older sisters, one child, one parent, extended families, single adults.

TALKING DOWN TO WOMEN

"Pretty good for a girl." "Little girls always give up." "Despite the fact that she was a woman, she had a logical mind." "I'll ask my girl to schedule the meeting."

"The Suffragettes, wearing bloomers and big hats, swaggered past the White House carrying placards in an attempt to seize the vote."

Blatantly anti-female statements exist in many traditional textbooks. As girls are included in more and more activities valued by males, and as males discover satisfaction in so-called women's work, it should not be difficult to support and encourage all human endeavors by both sexes. We must avoid left-handed compliments, such as "You can run as fast as a boy," and polite, mocking afterthoughts, such as "And, of course, we can't forget to thank the girls for the cookies they baked for the team." In stories and descriptive texts, a patronizing tone towards women and women's issues, such as suffrage and the temperance movement, is betrayed by treating them as "amusing sidelines" and by focusing on such images as the fashions and hairstyles of these serious, courageous crusaders.

GUIDEPOST:

Whenever you need to test a statement to see if it is offensive or patronizing to women, try substituting "he" in place of "she." Unflattering comparisons between the sexes should be avoided, as well as generalizations about the abilities of either sex.

WOMEN AS APPENDAGES OF MEN

"Man and wife." "A man and his family." "Old maids." "Spinsters."

"And now I present Mrs. Mary Jones, wife of John Jones, and mother of five children, who will give her report on the local educational system."

Women must be treated as men are—as worthwhile individuals in their own right. Their achievements should not be qualified by their gender or marital status. You would not say, "Mr. Jones, husband of Mary Jones, and father of five children, will speak to you" (unless he is speaking on his experiences as a father). Women who do not "belong" either as a wife or a mother have traditionally been ignored or maligned by pejorative phrases such as "old maid," "spinster," "lonely career woman." Single persons of either sex are all too often described as living a life without emotional ties to other human beings and are treated with pity or suspicion.

GUIDEPOST:

Unless you are discussing experiences specially related to marriage and children, it is usually more appropriate to describe men and women apart from marital status.

WOMEN'S INFERIOR STATUS—CULTURAL PERSPECTIVES

"The wives were not permitted to vote because the chairman felt they would, in effect, give their husbands a double vote for the same candidate."

"Colonial women were not allowed to own property."

"Cortez received an Indian girl as a present."

Statements such as the above that describe past sexism should be amplified by an explanation of the customs, discriminations, and economics involved. This should include the historical forces that created the inequality, the changes occurring today to ameliorate the situation, and the need for continued efforts to make equal opportunity a reality for women. When discussing male-dominated cultures, try to include specific statements about the suppression of women, and describe the contribution—however submerged—of women within the culture. Sexist statements and events might be included in stories and quotations, but should be cited as examples of attitudes no longer acceptable in our culture.

GUIDEPOST:

Sexist behavior and customs must not be accepted as "givens" but must be explained in the context of the culture and point in history. These explanations should appear in the student's materials, although they might be further amplified in the teacher's editions.

"EVERYONE IS AN AUTHORITY ON WOMEN"—EXCEPT WOMEN

"Men of science say that women . . . "

"Women can, of course, be educated, but their minds are not adapted to the higher sciences, philosophy, or certain of the arts."

• *Hegel*

Male scientists hold forth on hormonal differences, male poets extol woman's "eternal nature," male philosophers set forth woman's "proper domain," male psychiatrists describe "healthy feminine attitudes." Rarely are women quoted as authorities on their own sex; even more rarely are women credited with knowledge unrelated to their sex. Women in history and current events must voice their own concerns in our textbooks. Women wrote volumes during the suffrage movement—not only on the vote, but also on broad political issues concerning women—and these should be quoted. Also available are a wide range of materials created by women writers, artists, historians, musicians, philosophers, and feminist thinkers. Women have spoken, and should be heard, in all areas of human concern.

GUIDEPOST:

Make a serious, continuing effort to have women speak for themselves. Represent women in materials reflecting human progress and creativity.

"WOMEN AS A SPECIAL PROBLEM"—TOKENISM

A social studies book is written from the usual male point of view, but a paragraph describes Women's Liberation in the 1970's.

The subject of women's rights appears only at the point in history when it became a problem for men.

A book describes two elections: one for mayor, with all male candidates; one for a classroom representative to plan a party, with a female victor.

To avoid tokenism, we should incorporate women into the mainstream of history and modern culture, not merely add them as afterthoughts. Issues concerning women should be discussed from the perspective of women, not merely in relation to the male establishment. The struggle for suffrage began fifty years before women won the vote and raised significant questions about women's status in society that extended far beyond the question of voting. This fact should be emphasized. We should be especially careful to avoid juxtaposing significant male events (the election of a male mayor) with relatively trivial examples involving females (planning a party). Equal treatment in classroom materials is not a "numbers game"; it should involve above all else an even-handedness in terms of substance and importance.

GUIDEPOST:

Depict women in all walks of life, making them an integral part of our history, current events, and everyday activities.

SEXISM—LANGUAGE USAGE GUIDELINES

LANGUAGE ALSO REFLECTS SEX BIAS

The English language makes it extremely difficult to use phrases that are both grammatically acceptable and non-sexist. However, certain solutions have already gained acceptance, and new ones will be devised as our society becomes more sensitive to the need for viewing women as equals with men. Some recommended words and phrases may sound awkward at first, but remember that female readers will no longer wonder if they are subtly excluded from most human endeavors.

	TRY TO AVOID	SUGGESTED ALTERNATIVES
"*Man*:" The supposedly generic use of this word implies that all of culture and civilization is the province of the male sex.	man, mankind men (unless the group is specified as all-male)	human, human beings, person(s), people, individuals, humanity, men and women, women and men, figures, personalities
	The Rise of Man	The Rise of Civilization The Rise of Cultures The Rise of Humanity
	Great Men in History	Great Figures in History People Who Made History
	man's achievements	human achievements
	Cro-Magnon man	Cro-Magnons, Cro-Magnon people
Pronouns: The use of the masculine pronoun for hypothetical examples omits females, whether or	The prairie farmer was concerned about the price of his wheat.	Prairie farmers were concerned about the price of wheat.

	TRY TO AVOID	SUGGESTED ALTERNATIVES
not this is intended. The converse is true when feminine pronouns are used to describe activity assumed to be female.	Each citizen must pay his taxes.	All citizens must pay taxes. Every citizen must pay taxes.
	The conscientious housekeeper dusts her furniture at least once a week.	The conscientious housekeeper dusts the furniture at least once a week.
	A good nurse cares about her patients' feelings.	Good nurses care about their patients' feelings.
	The horse shook his mane.	The colt (stallion, gelding) shook his mane. The horse shook its mane.
Animals should be "it" unless the sex is specified.	The cat washed herself.	The mother cat washed herself. The cat washed itself.
"The Average Man:" Hypothetical and illustrative examples should include both sexes unless a group has been specifically defined as comprising only one sex.	The average working man saw his paycheck eaten up by inflation.	The average worker's paycheck was eaten up by inflation.
	A typical miner spent __% of his life underground.	Only males were hired to work in the mines. A typical miner spent__% of his life underground.
	The man on the street	The average person
	If a man can drive 360 miles in 6 hours, then . . .	If a person can drive . . . (or have a balance: "If a woman can drive . . ." and on the same page "If a man can buy six oranges for 79¢, then . . .")

	TRY TO AVOID	SUGGESTED ALTERNATIVES
Strong Men/Feeble Women: Do not glorify male exploits while ignoring those of females, or juxtapose trivial events about women with momentous male achievements.	Daring frontiersmen fought their way ever westward, encouraged by their patient wives.	Daring men and women fought against all obstacles as they pushed our country's frontier ever westward.
	Abigail Adams was influential in the social life of the capital during her husband's presidency.	Abigail Adams was a colorful writer; today her writings are studied with admiration by those seeking an understanding of the early days of the United States of America.
Women as Baggage: Be careful to avoid language that submerges a woman's identity with that of her husband, father, or son, or that implies that women are passive.	The American colonists brought their wives and children to the New World.	American colonist families came to the New World.
	Women were given the vote after the First World War.	Women won the vote after the First World War.
	George Smith married the daughter of John Jones, a rich banker.	George Smith, son of a factory worker, married Brenda Jones, daughter of a rich banker.
	Man and wife	Husband and wife
	Mrs. John Jones	Susan Jones, Ms. Susan Jones, or Mrs. Susan Jones. The trend today is to use whichever title (Ms., Miss or Mrs.) a woman prefers and to use Ms. or *no* title when the preference is unknown. This custom

	TRY TO AVOID	SUGGESTED ALTERNATIVES
Women as Baggage (continued)		is still in flux. However, we do feel that textbooks for young people should not identify women by their marital status or their husband's name alone.
	John Jones took his wife to California to look for a new house.	John and Susan Jones went to California to look for a new house.
Lady Poets and Women Athletes: Sex differentiation is rarely important in the context of a person's work unless you are discussing sex discrimination, or unless a specific situation in the text makes the person's sex relevant.	sculptress	sculptor
	lady or female doctor, scientist, athlete	doctor, scientist, athlete
	suffragette	suffragist
	co-ed	student
	male nurse	nurse
Sex-Neutral Terms: We must strive to revise terms using "man" exclusively. Such revisions are usually easier than you might expect.	the working man	the worker
	businessman	business person, entrepreneur, manager, speculator, investor, group leader, trader, business leader
	one-man band one-man show	"man" okay if it is a man; if a woman, say "one-woman show"; if not specified, say "one-person show, solo performance, or individual exhibit."

	TRY TO AVOID	SUGGESTED ALTERNATIVES
Sex-Neutral Terms: (continued)	salesman	salesperson, seller, sales representative
	insurance man	insurance agent
	repairman	repairer, technician
	lineman	line installer
	postman, mailman	mail carrier
	fireman	fire fighter
	showman	performer
	spokesman	representative, spokesperson
	chairman	"man" okay if it *is* a man; if a woman, say "chairwoman," otherwise if not specified, use "chairperson, moderator, leader, group leader, or chair."
	manpower	human energy
	forefathers	precursors, ancestors, founders
	brotherhood	amity, unity, community
	middleman	go-between, wholesalers, importer, agent
	cameraman	photographer, camera operator, camera technician

	TRY TO AVOID	SUGGESTED ALTERNATIVES
Sex-Neutral Terms: (continued)	manmade	manufactured, simulated, synthetic, hand-built, handmade, machinemade
	foreman	supervisor

Sexist Phrases: The following common statements and phrases are sexist and should not appear in our books:

Girls (when referring to females over the age of eighteen . . . If you're uncomfortable calling someone in her early 20's a "woman," try the term "young woman.")

Sissy

Filly (unless you are talking about a female horse)

Tomboy

You're as smart as a man, as strong as a man

Women can't . . . (unless you are referring to the male part of the sex act or growing beards)

Girls can't . . .

He was as weak as a girl

Girls are sugar and spice and everything nice

That was a manly act of courage

He took it like a man

Separate the men from the boys (unless it is an all-male situation)

Man the sailboat

Henpecked husband

Ball-and-chain (referring to a wife)

He acted like a woman

NOTE: The term "lady" (except when referring to the British title) is becoming increasingly distasteful to modern women because it connotes stereotyped "lady-like" behavior. Therefore, we recommend using "woman" and "women" instead of "lady" and "ladies."

Exceptions: Certain words cannot at this time be changed to sex-neutral terms because the words have legal meaning. They include:

testatrix (female); testator (male)
executrix (female); executor (male)

AVOIDING SEX STEREOTYPES IN ART

Because of their powerful impact on children, visual images provide one of our strongest opportunities to present an unbiased view of people in our text materials. In addition to the points made earlier and the examples that follow, these major guides should be kept in mind:

Maintain a 50-50 balance between the sexes—numerically and in terms of the significance and prominence of the activity illustrated. This balance should occur in individual texts as well as over an entire series, and in each type of illustration. For example, balance is *not* achieved by having photos that are predominately male in the same book with line drawings that are predominately female. Art for every cover must be balanced.

Illustration style should bear no relationship to gender. Artists tend to portray girls in pastel tones, soft lines, fuzzy definitions, and flowery embellishments. Rough art approved for its treatment of girls may become unacceptable in final form by the addition of makeup, ribbons, bows, lace, other frills, and softness. Mood contrasts in illustration are, of course, acceptable, but should reflect the feeling of the story, not sex differences. Just as many drawings of girls as of boys should employ bold lines, strong colors, and other suggestions of certainty and strength.

Illustrations should include all physical types and occasional evidence of physical handicaps, avoiding stereotyped associations with these images. People should be thin, fat, "average," tall, short, etc., some wearing glasses, an occasional hearing aid, crutches, in a wheelchair, using deaf sign language. Stereotypes include ugly villains, handsome heroes, skinny geniuses wearing glasses, which, while not always objectionable, do not portray people realistically when used often.

The Manufacturing Department has the obligation of insisting that their suppliers meet the standards set forth in these Guidelines.

The drawings and photographs in our texts must reflect the changes in editorial content as described in the foregoing guidelines. Remember that more than half of our audience is female.

	STEREOTYPED IMAGES	SUGGESTED ALTERNATIVES
Mother's Role: Don't always show mothers doing housework, cooking, and shopping. Reflect the fact that many mothers are involved in work outside the home and do "non-role" tasks at home, such as writing, building, and tending the lawn.	Mothers and other females always wearing aprons	Males and/or females in aprons when appropriate to the story
	Mother sewing while Dad reads	Mother working at her desk while Dad reads or clears the dining room table
	Mother bringing sandwiches to Dad as he fixes the roof	Mother fixing the roof, building a cabinet
	Mother running vacuum cleaner, working at stove, doing wash, carrying food	Father doing household chores independently of, or with, Mother
	Mother seeing Father off to work	Mother leaving for work carrying briefcase, portfolio, or tools
	Father always driving car on family outings	Mother driving the car much of the time
	Only the father taking children on fun, adventurous outings	Mother, or both parents, taking children to circus, on camping trips, boating, to sporting events, etc.
	Only the mother giving comfort, sympathy, hugs, kisses, hot milk at bedtime	Father being demonstrative and supportive, tending sick child, bandaging hurt knee, etc.
	Only the mother doing the shopping	Father shopping much of the time

	STEREOTYPED IMAGES	SUGGESTED ALTERNATIVES
Mother's Role: (continued)	Mother showing shock, horror, fear, exclaiming	Father and mother showing unguarded facial expressions when appropriate to the story
	Father expressionless or relaxed-looking in trying circumstances	Sometimes showing the mother more composed
Passive Gestures and Expressions: The cheerleader syndrome creeps into illustrations when girls are shown in restrictive roles or outside the action.	Females backing off from the center of action, with males placed more forward (girl recoiling from snake, boy peering down curiously at it)	Both sexes participating, with males sometimes in the background (both sexes close to the snake, with perhaps a girl reaching towards it)
	Boys playing ball, girls watching	Both sexes playing ball; sometimes boys watching a girls' team play
	Females wringing their hands, fluttering, covering their faces, mouths, using warding-off gestures, off-balance poses, and shrinking-back motions, hunched shoulders, lowered head, downcast eyes, looking as if they are saying "Oh!"	Both sexes using strong, positive gestures expressing confidence and readiness to act; arms frequently outstretched, open, ready to explore, receive, and react. When required for story line, either sex and/or both may express doubt, fear, imbalance—but not only the females
	Females using coy, flirtatous gestures: tilted heads, little shrugs, playing with hair, fingering dress	Females, like males, should usually be direct in pose and manner. (Either sex appears somewhat coy when feeling guilty or asking a favor.)

	STEREOTYPED IMAGES	SUGGESTED ALTERNATIVES
Passive Gestures and Expressions: (continued)	Females usually sitting	Most children are active and rarely sit unless forced to; both sexes should be equally active
Pink Bows and Pinafores: Identifying girls by their clothing is a lazy way of differentiating the sexes and is inaccurate. Dress has long been used to reinforce sex bias. In many instances, sex differentiation is simply not important.	Girls playing in dresses or always wearing them to school	Girls should be shown wearing appropriate play clothing: jeans, shorts, slacks, sport shirts, T-shirts; school clothing neat but not *always* dresses (most schools now allow girls to wear pants)
	Girls wearing "cute" frills, too many ribbons, jewelry	Show healthy, active children—not ornaments—likely to sport dirt splotches and have their ponytails fastened with rubber bands. Girls and boys can both appear dressed up in party situations.
	Females preoccupied with own appearance more than males are; mother at vanity table; girls only playing dress-up, buying clothes	Both sexes can have moderate concern for appearance, preen in front of mirror; fathers now use blow-driers and hair sprays. Teenage boys cultivate beards; both sexes occasionally buy clothes and try on adult clothing for fun.

	STEREOTYPED IMAGES	SUGGESTED ALTERNATIVES
Pink Bows and Pinafores: (continued)	Pink for girl babies; blue for boys	Avoid these colors, or use both together in nurseries, on cribs, baby carriages, clothing, etc.
	Mother always in dresses	Show mothers in slacks, work clothes, wearing dresses and pantsuits to work and social events.
Indoors With Her Dolls: Avoid the environments and standard props used to separate the activities of the sexes.	Girls surrounded by dolls, baby carriages, kitchen equipment	Girls and boys amid varied objects: basement workroom, tools, chemistry sets, nature collections, books, fishing rods, musical instruments—and dolls
	Girls mostly indoors or hovering near doorways, sheltered from the elements, carrying umbrellas when boys are not	Both sexes indoors and out; at play most prefer to be out. Include girls in scenes of exploring a new neighborhood, peeking into boats in a harbor, playing in the rain, in a snowball fight, getting dirty
Women in History: Search for photos and illustrations that show females taking the lead.	Pioneer women always cooking, sweeping, spinning wool, rocking babies	Chopping wood, using a plough, carrying bundles of hay, using firearms, helping build a cabin, handling large animals
	Pioneer woman riding in covered wagon as husband walks	Both walking or both riding, or one walking while the other drives

	STEREOTYPED IMAGES	SUGGESTED ALTERNATIVES
Women in History: (continued)	Lady of the manor doing needlepoint	Titled lady riding horseback on estate cheeking up on crops, issuing orders, signing papers
Modern Women: Again, search for action pictures, depict the wide range of careers held by women and active roles in leisure-time activities.	Women selling cakes at a fair	Women displaying their artwork or prize animals at a fair
	Women as passengers on a sailboat; women sipping hot chocolate in a ski lodge	Women hoisting the sails on a boat, participating in a ski race
	Women always depicted in sex-typed jobs: nurses, elementary-school teachers, clerks, secretaries, tellers, librarians	Depict women as doctors, professors, managers, sitting in private office with a window and carpet; women police officers, sports figures, construction workers. Show some men in the lower-paid jobs, including nursing, office clerks, waiting on tables in coffee shops. Show men as elementary school teachers.

What about real-life events where women really were in a passive role? History is replete with instances where women were treated as second-class citizens; current events, too, reflect this lingering bias. We want to depict these facts clearly in our illustrations. Here is where captions are vital, for they should point out the injustice behind the condition being illustrated. *Example:* Picture of men lined up to vote: "The right to participate in the

electoral process was restricted to men until the success of the women's suffrage movement in 1920."

Whenever possible, captions can be used to emphasize the strengths of women:

Example: two photos, one of a woman alighting from a stagecoach; the other, a foxhunt.

Poor caption: "This guest will probably need a long visit to rest, after an uncomfortable ride. Perhaps she will watch the sport above."

Better caption: "This guest is arriving by stagecoach, the main form of transportation in colonial times. During her visit she may take part in the sport above."

GUIDELINES FOR TREATMENT OF RACES AND MINORITIES

GENERAL CONTENT GUIDELINES
CONTENT GUIDELINES FOR SPECIFIC GROUPS
AVOIDING RACIAL AND MINORITY STEREOTYPES IN ART

A Note About the Concept of "Race": The concept of racial groups is dying. Anthropologists formerly classified human beings by three races: caucasian, mongoloid, and negroid; but these terms are no longer considered scientific and should be avoided in our materials. The terms "racism," "race conflict," and "racial identity" are in use because they acknowledge the continuing struggle of people to overcome bias that lingers as the result of past emphasis on physical differences among groups of people.

"If children are to be prepared to cope with the realities of a pluralistic society, they must be able to free themselves from any conscious or unconscious racism which has been a legacy of this country since its beginning. Children need to understand and come to grips with the history and experience of Black people and all other Americans who are a vital part of the life of this country . . . . For the minority child, it is crucial that text materials reflect his or her reality as well as offer significant options for his or her future."

from *Starting out Right*, edited by Bettye I. Latimer,
Children's Literature Review Board,
Wisconsin Department of Public Instruction

GENERAL CONTENT GUIDELINES

"WHITE MAN'S BURDEN"–PATERNALISM

"By the passage of the Fifteenth Amendment, blacks were given the vote."

A story about a Zulu girl who loses money on an errand is solved by a white tourist giving the girl money for singing and dancing.

Racial paternalism assumes the position of "Great White Father" and talks down to minority people. This attitude is revealed when we glorify white heroes and their magnanimous acts for the "less fortunate," when we overdevelop white characters in stories at the expense of minority characters, when we show minority people being patronized by whites or rewarded for stereotyped behavior (for example, singing and dancing), or when we use expressions of astonishment to describe achievements that are taken for granted in a white person. Racial paternalism has the effect of grouping minority persons in the stereotypes of "dependent," "needing favors," and "childlike." By contrast, white persons are depicted as inherently self-sufficient or generous when recognizing freedoms they had no moral right to curtail in the first place.

A useful device for developing sensitivity to patronizing, offensive attitudes is to imagine that you are a minority child reading the materials, and to substitute the word "white" where you say "black," "American Indian," or whatever group you are talking about.

It is most important that we thoroughly research the achievements of minority leaders and organized minority action groups and bring them to light in our textbooks. Whenever achievements in art, science, or any other field are presented, the contributions of minority groups, and particularly the identification of specific minority persons, should be included and discussed. If biographies are included in the material, biographies of minority persons should be presented.

GUIDEPOST:

> **Include minority figures who created their own opportunities, solutions, and achievements and helped others. Treat minority heroes in depth, not in passing mention. Use minority persons as central, three-dimensional characters in stories and examples, sometimes with white "sidekicks."**

"EVERYTHING IS NICE"—ROMANTICISM

> *Sentimental picture of black "mammy" with white child.*
>
> *A picture showing a white woman giving a slave some teacakes.*
>
> *Story of a black child making a trouble-free adjustment to an all-white school; a migrant family that lives together in perfect, loving harmony, without mentioning the intolerable conditions under which they live.*

This avoidance technique tends to glorify unjust situations and ignore realities. Slavery and poverty are idealized; brutality is unmentioned; and children are cheated of the opportunity to deal with the realities of minority history and present-day difficulties. To be realistic, we need not emphasize only the negative aspects of a situation, but they should not be played down to the point of extinction. Children need to know what really happened.

GUIDEPOST:

Use material that honestly conveys the exploitation of people in institutions such as slavery and the real hardships imposed on people under such systems.

"WE MEANT WELL"—AVOIDING RESPONSIBILITY

"It was cold in the North. It was too cold to grow cotton. So people in the North did not own slaves. They did not need them."

The Cherokee "Trail of Tears" is described in terms of the white settlers' "need" for land and the reservation land provided for the Indians.

Related to paternalism and romanticism, this attitude denies the conditions under which minority persons have lived, and sidesteps the issue of white participation in creating those conditions. Slavery and migrant and factory labor exploitation are too often presented as benign, justified by economic imperatives and oversimplified explanations. A similar approach is frequently used to justify our harsh treatment of the American Indians by stressing the "need" for more land and the pioneers' courage in "defending themselves" against "wild savages." There is a reluctance to identify bigots and bigotry, and to show the extreme measures by which some white Americans made life miserable for some minority people. This becomes apparent in books that describe slavery as unfortunate on one page, and on the next state that "Plantation owners were the important men in the southern colonies," thus tending to glorify the white point of view and justify slavery.

GUIDEPOST:

Define *all* the people you are talking about when discussing racial issues, and include the point of view of the minority group, not just the white perspective. If white people did the exploiting, say so; and never assume that "everybody else" is white. Describe what happened without evasions or distortions.

"WHAT ARE THEY SO UPSET ABOUT?"—DENIAL OR TACIT ACCEPTANCE OF PREJUDICE

A Puerto Rican girl is ridiculed for her difficulty in speaking English, but the other children are never chastised for their teasing behavior.

A black boy is portrayed as terrified when entering an all-white school, but the story never justifies his fear by explaining his earlier experiences with racial discrimination.

By the omission of certain facts, prejudice can be oversimplified or ignored, giving the impression that prejudice based on color or status is an acceptable way of behaving. Inadequate explanations of prejudice fail to clarify the irrational but real defense mechanisms that accompany prejudice. Thus, the black boy, shown in a school situation where he is being treated well by white people, looks foolish for his fears. Also, white writers tend to develop stories from the point of view of white characters and their families, while failing to portray similar dimensions in the lives of the minority characters. No story describing minority people struggling against racial bias should gloss over white responsibility or in any other way place blame on the victims.

GUIDEPOST:

Never treat prejudice as a given. If a "Whites Only" sign is over a store entrance, it should be explained, not accepted without comment. Nor should negative emotions in a minority person be ascribed without explanation. Minority characters should be developed in depth, as three-dimensional people.

"THEY COULD MAKE IT IF THEY TRIED"

A story about a Mexican girl who gains acceptance in a school by being unfailingly cheerful, friendly, and helpful.

A black man achieves recognition equal to that of his white peers because he breaks all the sales records in the company.

his "bootstrap" attitude maintains that success is guaranteed if one is prop-rly motivated, strives for an education, and perseveres, for example, by:

(a) proving oneself to whites by being better, working harder, and cooperating
(b) ignoring insults and wearing the mantle of interminable forgiveness
(c) repressing anger and restraining any show of emotion
(d) being clean and neat

hese virtues may be worthy in themselves. But emphasis on them alone verlooks the fact that minority persons have had to contend with the ritations and injustices of oppressive laws and attitudes that were in some ases instituted specifically to guarantee their failure. Minority persons hould be depicted as employing virtues that allow for self-realization—but ot for the purposes of placating, appeasing, over-compensating, or apolo-izing. To admonish minority children, however subtly, to correct their life roblems by exercising unfailing virtue is cruel and unrealistic.

UIDEPOST:

Depict minority people as having the full range of human emotions and behavior, including anger, making mistakes, being unreasonable, and finding for themselves attributes that lead to self-esteem and success. But when you depict minority hostility and anger, do indicate the reasons that provoked it.

IF THEY'RE NOT WHITE THEY'RE DISADVANTAGED"—ASSUMP-ION OF INFERIOR BACKGROUND

"These tests are designed to measure the abilities of the culturally disadvantaged child. They were field-tested with 500 black and Spanish-speaking children . . . . "

ulture, ideals, goals, and morals other than those of the white middle-class ajority do not automatically imply lack of advantage, nor do such dif-

ferences imply inferiority. If disadvantage is discussed, as in a teacher's manual, then it should be clearly related to specific learning situations (for example, a Spanish-speaking child in an English-speaking classroom). Such disadvantages are not synonymous with ethnic origin but are more appropriately equated with socio-economic background.

GUIDEPOST:

Rather than use the phrases "culturally disadvantaged" or "culturally deprived," describe the specific difference in background directly in relation to defined areas of achievement. White establishment values should not stand as universal givens. Do not associate learning patterns and abilities with ethnic groups. If deprivations are mentioned, relate them to social or physical conditions rather than to race or ethnic origin.

"ALL-AMERICAN WAY OF LIFE"—OMISSION OF MINORITY CULTURE

Football, baseball, Christmas, Thanksgiving, etc.

Too often textbooks portray only the commercialized version of "typical" American life. This applies particularly to Christmas, which is not basically the secular holiday it is sometimes made out to be; and to New Year's, which is celebrated at different times of year by different ethnic groups. Our materials should contain a diversity of symbols that all children in America can relate to. Every child should be able to recognize something of his or her own life in our books, with the clear message that lifestyles and customs that are different from one's own are equally valid. Thus, urban settings should include newspapers and signs printed in other languages, especially Spanish, Chinese, Yiddish, and Hebrew, as well as German, French, Hungarian, Polish, and Italian. Occasionally, stories should include sporting events unique to minority groups (for example, playing bocce), holiday and other special events (for examples, a Bar Mitzvah, the Puerto Rican Day Parade, and observance of Martin Luther King Day or Kwanza).

GUIDEPOST:

Backgrounds, settings, and, occasionally, central themes should portray cultural diversity, different customs and events unique to America's many ethnic groups.

"ROOT CULTURES"–DESCRIPTIONS AND STORIES ABOUT COUNTRIES OF ORIGIN

An African folk tale

A Mexican short story

The Story of Confucius

Such stories and descriptive sections are vital to our materials and should be included, providing they are authentic and positive in tone. However, materials about original countries from which American minorities came do not substitute for an abundance of materials about these persons in relation to this country's development and current life.

GUIDEPOST:

By all means use materials originating in other countries, especially those that show the cultural roots of America's minority persons. But the guidelines presented in this booklet are directed especially at the role of these persons in America's own past, present, and future development.

"ONE OR TWO CAN'T HURT"–ASSIMILATION AND TOKENISM

One black face in a sea of white faces. . . . One family in a neighborhood is Asian, the rest white.

Token integration reinforces the idea that other races can be tolerated in small numbers and that their presence is acceptable so long as they are

assimilated and submerged into the masses. However, a look around almost any neighborhood will show that one black or brown face among a group of white faces is far from realistic. Also, to some extent our textbooks should show what is possible, not only what is. To move past token integration we should show a racial balance when depicting classrooms, crowds, people on the street, in stores, clubs, and on all levels of employment. Minority persons should be depicted in the same range of socio-economic settings as are white persons.

We need many more stories about—and by—black, Spanish-speaking, Jewish, Asian-American, and American Indian people, both biographical and fictional. Especially important are stories that reflect values specific to minority culture groups, not necessarily in conformity with white middle-class values.

GUIDEPOST:

> **In urban scenes, for a realistic racial mix, about half the people should be from minority groups. In different urban/suburban/rural neighborhoods, this range might be greater or lesser. A high percentage of our stories should include some central minority characters. A representative percentage should deal exclusively with minority people—living in the United States in non-stereotyped portrayals. Above and beyond such depictions, we should include stories portraying minority "root cultures"—African folk tales, Mexican customs, etc.—but such stories do not fill the need for fair representation of minorities in American life.**

CONTENT GUIDELINES FOR SPECIFIC GROUPS

A NOTE ABOUT CULTURE GROUPS NOT FEATURED IN THESE GUIDELINES

The specific ethnic groups treated here are those that in our judgment have been the most overlooked or misrepresented in school materials. However, we want to emphasize that any ethnic group with an identity in this country should be presented in our books and treated in the spirit described in these guidelines. Obviously, all persons in our materials must be treated respectfully, with due regard to proper terminology, their contribution to our culture, and their particular lifestyles and concerns. Under no circumstances should our materials undermine a child's self-respect and sense of importance in our society.

BLACK AMERICANS

USING THE WORD "BLACK"

Bias against black persons has been reinforced by the general meaning of blackness or black. We have been trained to transform ordinary words into negative concepts, merely by adding "black" to them: "black market," "black sheep," "black day." It is understandable, then, that children at an early age begin to associate blackness with something undesirable and eventually transfer this response to people. This unfortunate association with the word "black" is further reinforced by stories where black animals (for example, black cats) are shown as having negative qualities.

GUIDEPOST:

> **Be sensitive to the use of the word "black" and search for fresh expressions to counter negative meanings and apply many of the word's positive uses: black pearls are the most valuable; ebony is used on only the finest guitars; oil is referred to as "black gold," black diamonds are essential to industry; black soil is the richest, and so on.**
>
> **Reinforce positive attitudes toward blackness. For example, describe the appearance of black persons in terms of their "soft black skin, sensitive black eyes, slender black hands, abundant black hair," etc. instead of using stereotyped descriptions such as "their beautiful white teeth."**

Except in direct quotations, avoid the labels "colored people" or "Negroes." By agreement among black leaders today, the most acceptable terms are: black, Afro-American, and African-American.

BLACK DIALECT

As a rule, black dialect should be avoided, as use of any dialects is rarely appropriate in school materials. However, if use of black colloquial speech

or dialect seems appropriate for a specific story or example, ask:

(a) Does it ring true?
(b) Is it used to reinforce the myth that blacks speak a "substandard" language?
(c) Does it blend naturally with the story?
(d) Does it evoke disrespect toward the user or in any way demean him or her?
(e) If there are differences between the language of blacks and whites in a particular story, do these differences reinforce stereotypes?

POVERTY, CRIME, AND URBAN DECAY

Tenements . . . crowded apartments . . . littered streets . . . rats . . . crime . . . urban decay . . . delinquency . . . misery: these "ghetto" conditions do exist, but they don't exist solely for black people. Nor does a focus on urban problems reflect the fact that all strata of people live in predominantly black urban communities—including wealthy, upper-class blacks—and that blacks also live in suburban and rural areas, not just in cities. While we don't wish to overlook the very real hardships experienced by the urban poor, descriptions of them must depict other than black people exclusively.

GUIDEPOST:

Represent blacks in all communities—urban, suburban, and rural, well-to-do, middle-class, and poor. When discussing urban problems, include the role of white people.

"ABSENT OR WEAK FATHERS"

The strong role of the mother in black families stems from the days of slavery, when black males were often forcibly separated from their wives and children. Institutionalized racism further perpetuated the matriarchal

role by denying reasonable employment to black males. Thus the black male was not able to assume the family responsibility of his white counterpart. His forced absence historically robbed him of the role.

Since this imbalance is in the process of being redressed, we should frequently show assertive black fathers in black family life. At the same time, a balanced view will show the equally important contribution of black men and women as parents and as breadwinners, reflecting the role changes now occurring in American homes in general.

GUIDEPOST:

> **Show black parents in a variety of roles, each contributing significantly to the family and providing a wholesome environment for their children. Occasional one-parent homes can be depicted, as well as extended families; such homes should not be downgraded because they are different.**

DOUBLE JEOPARDY—BLACK AND FEMALE TOO

The problem of fair sexual representation within racial or ethnic groups is a sensitive one. Our books should show sexual balance while maintaining the cultural integrity of the group represented. It may seem easy to satisfy the demands of these guidelines by frequently covering two requirements at one time: black and female. But that will not do because sex-role stereotypes are not necessarily the same for whites and non-whites. Thus, in stories about black families, an imbalance in which the women are most often stronger than the men could be misunderstood as a representation of a matriarchy. (See *"Absent or Weak Fathers."*)

"LOW ASPIRATIONS"

Black youngsters all too often are shown as having low aspirations. While their white peers strive to be doctors and lawyers, the black children yearn

to be clerks, truckdrivers, babysitters, and mail carriers. Black adults are too frequently shown in stereotyped jobs: waiters, maids, store clerks, bellboys, shoeshine boys, mail clerks, bus drivers. These vocations deserve respect and recognition but should not be peopled exclusively by blacks or associated with the pejorative "boy." The fact that blacks still suffer from discrimination in many areas of desirable employment can be brought out where appropriate (but we should also mention the laws that now forbid this discrimination and the efforts of blacks to overcome job bias). However, these issues should not prevent us from giving black children numerous positive role models. Black people must be depicted frequently in all walks of life, with emphasis on the professions, business fields, and skilled labor. Unless you are describing a specific situation of overcoming race prejudice or other hardships, such as a physical handicap, there is nothing extraordinary about a black person's achieving professional success, and this should never be implied by an astonished tone. All characters need not succeed at all times; however, success and failure should be distributed in balanced proportion between blacks and other groups.

GUIDEPOST:

Depict black persons in all professional areas, avoid stereotyped jobs, and report black achievements in a matter-of-fact way. Avoid calling black men "boys."

"SAFE" LEADERS AND WRITERS

Martin Luther King . . . Harriet Tubman . . . George Washington Carver . . . Booker T. Washington . . . Marian Anderson . . . Jackie Robinson: these are important black figures, but exclusive concentration on them reveals a preference for blacks who are acceptable to the white establishment. Additional important black personalities should be discussed in depth, including controversial leaders.

Likewise, we should not confine ourselves to the most widely accepted black poets or writers, such as Langston Hughes, Gwendolyn Brooks, and

James Baldwin, or poets of the Harlem Renaissance Period: Claude McKay, Countee Cullen, and Arna Bontemps. It is important to include these writers; but attention should also be given to other contemporary black poets and writers.

GUIDEPOST:

Use a broad representation of black leaders and writers, both establishment-approved and controversial.

AFRICA AS THE "DARK CONTINENT"

Our books must reflect the fact that Africa is not a homogeneous, underdeveloped "country" inhabited by "natives"—as outworn images have suggested—but rather a continent comprising many modern countries, each having a unique history, politics, culture, and economy. When discussing Africa's past, be accurate and specific about tribal names, practices, artwork, and cultural artifacts. Generally, however, we should move away from depicting Africa only in terms of its past. (We do not, except in special circumstances, go to great lengths to describe the lifestyle of the Saxons or consider them typical of the British.) The focus should be on Africa's emerging nations.

When selecting materials, both written and illustrative, to depict traditional African tribal practices, use good taste and discretion, remembering that a percentage of the students are learning about their own heritage.

Texts should include the roles played in national and international affairs by modern African political leaders.

When South Africa is discussed, its policy of apartheid should be described; and the efforts of black Africans to change this policy should be included.

GUIDEPOST: 54

Discuss African nations as you would European countries.

SLAVERY AS AN ECONOMIC "NECESSITY"

"The real beginnings of the slave trade occurred because tobacco plantation owners had a labor problem" is a common introduction to the subject of slavery in textbooks. It is the white point of view and stresses economic need as a justification. In fact, the real beginnings—from the black point of view—were in Africa, where political and economic conditions in the three ancient kingdoms, Ghana, Mali, and Songhay, made slave trade possible. Just as we discuss life in England, where our colonial settlers originated, so we must provide a background of origins for Afro-Americans, even though most blacks did not come to America voluntarily. The economic and labor conditions that encouraged slavery should be discussed, but not in a tone that implies our acceptance of this practice. Acceptance can be inferred if we glorify the wealth and accomplishments of southern planters. More discussion of slavery and emancipation should stress the black point of view throughout history—instead of delaying until the point in history when slavery became a problem to whites.

GUIDEPOST:

> **In discussions of slavery and emancipation, be sure to include the black point of view—not merely discussing slavery as a boon, and later a problem, for whites.**

AMERICAN INDIANS

The term "Indian" is a misnomer based on Columbus's confusion about where he had landed, but it has been in use for so long that it is acceptable where we discuss American Indians as a group. (However, "native Americans" is an alternate term.) We must be accurate in identifying the many nations and tribes that existed long before white settlers arrived and that exist today. The complexity and number of these societies are such that we cannot hope to represent them all in our books, but what we do describe should be accurate and specific. When attempting to connect tribes with nations it must be clearly stated whether the tribal tie is linguistic or political. There are numerous confederacies of Indian nations and tribes, with legal provisions and diplomatic protocols. Each tribe retains its separate identity, customs, and living patterns, and these vary considerably from tribe to tribe.

American Indians are United States citizens, but in their own right and by federal law they also belong to their own tribes. An enormous body of law deals with this dual citizenship, land and hunting rights, tax provisions, and much more. Many American Indians do not identify with white culture, but feel that they are their own nation, even if by necessity they hold jobs and observe United States law (as modified by American Indian law).

Representation: Indian children should be shown in classrooms and other everyday scenes, and Indian adults should be shown participating in American culture. But stories about American Indians—which we must have—are best written by Indians; good ones will deal with the problems and triumphs of Indian children and adults in coping with their dual identity.

The history of the American Indians should be presented as an integral part of the history of America. The history of this country is best approached from its American Indian beginnings, which will provide a better perspective of the Indian point of view and dispel any lingering notion that Columbus "discovered" America.

STEREOTYPES

"THEY ALL LIVE IN TEPEES AND WEAR FEATHERS"

American Indian culture is extremely diversified and cannot be typified by the images perpetuated in Western films. Furthermore, stereotyped images of American Indians are outdated, or presented with no attention to the fact that the culture of the various tribes was not static, but changed dynamically at various points in history. No illustrations or descriptions of early or modern Indian culture should be used unless they have been properly researched.

GUIDEPOST:

> **While we may not be able to describe every single tribe, we can tell and illustrate the history of some tribes with complete accuracy and make it clear that history is unique to a given tribe.**

"ALL THEY DID WAS SHOOT BUFFALO AND PLANT CORN"

The contributions and achievements of American Indians are usually covered by the introduction of corn to European settlers followed by a long hiatus, succeeded finally by a picture of Maria Tallchief. Throughout history Indians have contributed to medicine, architecture, religion, philosophy, the arts, sports, and literature.

GUIDEPOST:

> **The contributions of American Indians must be integral to our texts, with credit given where it is due.**

TOTEM POLES AND "HAPPY HUNTING GROUNDS"

Mention of Indian religions and philosophies sometimes appears in textbooks, but not nearly often enough. A description of religious practices

and beliefs must refer to the tribe being discussed, and the facts must be accurate. A knowledge of Indian philosophy is essential to a child in understanding some of the reasons why Indians do not always merge into the white culture. Indian attitudes toward land and wildlife are being studied today by people searching for answers to problems such as pollution.

GUIDEPOST:

Include and highlight accurate and thoughtful descriptions of Indian religions, beliefs, and value systems.

"WARLIKE NATIVES AND WOODEN INDIANS"

Textbooks tend on occasion to glorify the life of American Indians in previous centuries, either with sentimental descriptions of rain dances, or with dramatic—and damaging—portrayals of "fierce savagery." This has been done so much that many white children are afraid of real-life Indians. Commercial interests have capitalized on a glamorized image of Indians in books, movies, advertisements, and even the names of football teams. In the opposite vein, Indians have become the brunt of jokes, used as dupes, and are depicted as generally stupid. These images may persist in our society, but they must not in any way appear in our school materials.

GUIDEPOST:

Do not use the word "squaw" or "papoose" incorrectly. "How" is not acceptable. Do not in any way perpetuate distortions of Indian culture.

"MISERABLE LIFE ON THE RESERVATIONS"

First of all, not all American Indians live on reservations. There are 10,000 American Indians in New York City alone; and most Indians go to school, hold jobs, shop at supermarkets, and otherwise participate in everyday American culture. On the other hand, American Indians also have their own

pecial life patterns, concerns, and problems, such as the high unemployment ate of many Indians, the high suicide rate of Indian teenagers, serious isease problems, and low average life expectancy. These significant prob-ems should be discussed in our social studies books, including the con-iderable efforts of Indians to find solutions.

GUIDEPOST:

Issues of concern to modern Indians should be treated honestly. The strengths and pride of American Indians should be shown. Indian characters should be three-dimensional.

HISPANIC AMERICANS

The terms "Spanish-speaking Americans" or "Hispanic Americans" may be used generically, but only when absolutely necessary. Far preferable are designations relating to the country of origin:

Mexican American
Spanish American
Puerto Rican American
Dominican American
Cuban American
etc.

The term "Latin American" refers to persons now living in Latin America. It, too, is a generic word; specific designations are far better:

Colombian
Cuban
Panamanian
Peruvian
etc.

"La raza" is a term sometimes used by Mexican Americans to convey affinity with others who share their common language and Spanish-influenced culture. It has nothing to do with race, but includes whites, blacks, and Indians of that culture.

"Chicano"—and the increasingly used feminine form, "Chicana"—refers specifically to the Mexican subculture in the United States and may be used interchangeably with "Mexican American."

Representation: Hispanic Americans should appear frequently in our books—in everyday scenes in America, and as important central characters. This should be in addition to "root culture" materials, such as a story about a boy living in Mexico. Historical events involving Latin-American countries and Spanish-speaking people in America should be presented accurately

and should include more than the traditional point of view. Events such as the battle of the Alamo, the Mexican-American War, and the immigration of Puerto Rican Americans and Cuban Americans to cities in the United States should include the perspective of the people involved.

Contributions to America: These are much more numerous than is usually reflected in textbooks, and should be brought out in the context of American history and discussions of contemporary America. For example, Mexican Americans contributed significantly to the development of agronomy, dry mining, and agricultural and mining law. Cuban Americans have contributed considerably to the economy of Miami. Many individuals are in the professions, such as medicine and law, and should be so shown.

STEREOTYPES

"CITY SLUMS, MIGRANT CAMPS"

Many Hispanic people live in the suburbs and in private rural homes. When discussing Hispanic persons in the context of urban problems or migrant employment, we must present the economic and social background of these conditions.

GUIDEPOST:

Show Hispanic people in a variety of neighborhoods, on all class levels.

"LANGUAGE BARRIERS AND MALADJUSTMENT"

The ability to speak two languages is an asset and should be treated as such. We must avoid paternalistic stories about shy, withdrawn children unable to speak English and gratefully accepting the help of their white peers. To reflect the bilingual aspect of many cities, show Spanish newspapers, ads, product labels, and other reading materials.

GUIDEPOST:

Show most Spanish-origin people as fluent in Spanish and English, or teaching themselves English. Use Spanish words in incidental city scenes. Show white children as curious about Spanish words.

"PASSIVE FATHER OR MACHISMO"

Stereotypically, Hispanic males are depicted as either passive (gentle, non-competitive farmers) or as super-machos (watching cock-fights, bossing "their" women). There are some historical precedents for these images, based on the different cultural values, and these can be mentioned; but generally such characterizations fail to include the actual mode of life of these people. The positive value of strong family loyalties should be depicted.

GUIDEPOST:

Show Hispanic people in a variety of roles, women as well as men working outside the home and in the home. Aim for a balance.

"DELINQUENCY"

A common stereotype, especially regarding Puerto Rican- and Mexican-American children, is the juvenile delinquent or social misfit. Whether or not intentional, this stereotype equates Latin-American descent with criminal tendencies.

GUIDEPOST:

Spanish-speaking families can have their troubles like any other families. Avoid misrepresentation. Stories about them should center around problems more common than tangles with the law.

"LOW ASPIRATIONS"

Related to the "misfit" notion is typecasting into menial jobs and limited goals.

GUIDEPOST:

Depict Hispanic people in all professions and show the children aspiring to careers in all fields.

ASIAN AMERICANS

The term "Asian American" may be used generically, but usually in our books we will be discussing individuals or groups from a specific country of origin and can be specific in our terminology:

Chinese American
Japanese American
Korean American
etc.

The appearance, culture, and history of people from these countries differ greatly, and these differences should be observed in our materials.

Representation: Our classroom materials should include Asian Americans in everyday American scenes and as main characters in stories, including stories written by A n Americans. In addition, we may include "root culture" materials, such as a description of life in modern Japan.

Historical events involving Asian Americans and the Asian countries should reflect the Asian perspective as well as the white American point of view. Such events include racist immigration quotas, the Boxer Rebellion from the Chinese perspective, the reasons why Asians came to America, and the treatment of Japanese Americans during World War II.

Contributions to America: The contributions of Asian Americans should be researched and stressed in our textbooks. Some biographies should be of prominent Asian Americans, and their contributions should be mentioned in the course of American history. As professionals, Asian Americans excel in a wide variety of fields. They should be represented when you are picturing business persons, doctors, lawyers, teachers, etc.

STEREOTYPES

"CHINESE LAUNDRIES AND RESTAURANTS"

While Chinese people do own laundries and restaurants, they also engage in other kinds of work. We should not fall back on stereotypes to depict the life of Chinese Americans. Nor need Chinese students always be depicted as majoring in mathematics, although there are cultural precedents for the fact that many Chinese do enter technological fields. Many do not; like other Asian Americans and white Americans, they work at a variety of jobs.

GUIDEPOST:

Show Asian Americans in all working situations, from store clerks to doctors, teachers, artists, etc.

"GEISHA GIRLS AND BOUND FEET"

Too frequently, stereotypes of Asian women are used to fulfill the sexist ideal of delicate, passive womanhood. When discussing Asian customs concerning women, be sure that the historical perspective is accurate, not glorified. Today, in America and in Asian countries women work outside the home, and our books should show this.

GUIDEPOST:

Depict Asian women in the same variety of domestic and professional roles as you would other groups of people in modern society.

"THE INSCRUTABLE, INDUSTRIOUS ASIAN"

Many Chinese originally came to America with the intention of gaining a thorough education in American technology, but with no intention of

becoming a part of our culture. They and other Asian Americans place a high value on their own cultures, which are not much understood by other Americans. Many Chinese Americans identify strongly with the Chinese culture. Yet, their role in American society is expanding. This dual identity is not readily understood by non-Chinese people. Because of our lack of insight into Chinese Americans, other Americans tend to depict them all as repressed, studious, "goody-goody," mysterious, stoical, and withdrawn. This is a far cry from real-life Asian children, who, like all children, experience the full range of emotions, misbehave, are not always smart, and are often extroverted.

GUIDEPOST:

If you are discussing culture traits, be sure you are accurate; do not lump all Asian cultures together. Show Asian-American people displaying a variety of traits, including prowess in sports; sometimes mischievous or outspoken, sometimes unwise—in a word, human.

JEWISH AMERICANS

Jewish culture varies widely, depending on country of origin and many other factors. Although many Jews at this point in history have a moderate-to-very-strong sense of Jewish identity, non-Jews often mistakenly view them as far more homogeneous than they actually are. For instance, American Jews vary widely in religious observance and customs (the Jewish religion itself is divided into distinctly different Reform, Conservative, and Orthodox branches); and many Jews may refrain completely from religious observance while still identifying themselves with Jewish history and culture. Since Jews have suffered widely from prejudice and misunderstanding, it is appropriate for us to discuss them here in our guidelines.

Representation: Jews play a role virtually everywhere in our culture, and our textbooks should reflect this. We need stories about Jewish families, recognition of Jewish customs and holidays, and more use of Jewish-associated surnames in stories about otherwise "typical American" people. Although only Orthodox Jewish men and boys wear yarmulkes today, we should sometimes show boys in yarmulkes in a classroom scene, a baseball game, or any other American activity. We can occasionally show Jews reading a book or newspaper in Yiddish, Hebrew, or Ladino (the common language of many Sephardic Jews); but remember that most American Jews read standard publications.

STEREOTYPES

"JEWS CAME TO AMERICA ONLY RECENTLY"

In truth, Jews fleeing the Inquisition sailed to America with Columbus. The first Jewish settlers arrived in America in the early seventeenth century. In colonial times there were sizable Jewish communities in Newport, Richmond, Charleston, New York, and Philadelphia. Jews fought in the Revolution, and have been prominent in their communities since the beginnings of this country.

GUIDEPOST:

Jews have in many ways contributed to America's cultural and historical heritage, and they should be included in a matter-of-fact way in accounts of America's development. Do not convey astonishment at their active participation.

"THE MOST IMPORTANT JEWISH HOLIDAY IS HANUKKAH"

Anyone who holds this belief may base that incorrect assumption on Hanukkah's calendar proximity to Christmas—a time when schools try to include all children in holiday festivities. Actually, the most important Jewish holidays are Rosh Hashanah and Yom Kippur (these two holidays occurring in the fall at the beginning and end of a 10-day New Year observance). Other major Jewish holidays include Purim, Sukkoth, Shevuoth, and Passover. (It might be noted that Passover and the Christian Easter both occur around the time of the spring equinox and—like holidays observed by other religions in early spring—are festivals of redemption and renaissance. Likewise, both Christmas and Hanukkah involve candles and lights in their celebration—as do holidays of other religions observed around the time of the dark winter solstice.) During the Christmas season, it should be remembered that Christmas is basically a Christian religious holiday, despite its secular overtones in our culture. Some Jewish children feel uncomfortable about Christmas celebrations—especially with respect to crèches and the more religious carols.

GUIDEPOST:

Do include descriptions of Jewish holidays, treated respectfully and accurately. Don't assume automatically that all Jewish families do or do not celebrate such holidays religiously; but recognize that Jewish families in America differ widely in devoutness—*as do Christian families*.

"JEWS ARE MERCENARY"

Although medieval laws limited many European Jews to trade, money-lending, and other "mercenary" fields, that stereotype should be avoided today—although textbooks can explain its medieval origins. Students should be made aware that American Jews have made significant contributions in not only the arts, sciences, education, medicine, and law but also farming, sports, and other areas where Jews are seldom depicted in our literature.

If Shakespeare's *The Merchant of Venice* is studied in class, the conditions and prejudices of Elizabethan and pre-Elizabethan times should be explained fully, to put the character of Shylock in proper perspective. Shylock's own speech, "Hath not a Jew . . . " should be included in the discussion.

GUIDEPOST:

If you must include a literary selection that presents the "money-lender" image of Jews, explain the background fully and make it a topic for discussion in student materials. Otherwise, depict Jews in all areas of achievement apart from commercial affairs.

"ALL JEWS ARE BOOKWORMS"

Stories featuring Jewish children should not always depict them as studious and non-athletic, wearing glasses and afraid to indulge in the usual rough-and-tumble of other children. Jewish children in America are as multi-dimensional as other children, and should be depicted thus. Remember that not every Jewish child wants to be a doctor or lawyer.

GUIDEPOST:

Jewish children must be depicted with a wide variety of habits, personalities, and aspirations—including athletics.

"JEWISH MOTHERS"

This has become a cliché used to describe the woman—Jewish or not—who tends to dominate the home, invest herself completely in her children and the preparation of food, and who views herself as a martyr. This image—a distortion of the traditionally strong role of Jewish women in the home—is degrading to Jews and women alike, and should be avoided. Family ties are often strong in Jewish homes, and this can be portrayed in a favorable light where appropriate. Textbooks might also point out that as more options become open to women outside the home, many mothers of all ethnic backgrounds are attaining self-fulfillment through their own accomplishments instead of depending for status upon husband and children alone.

GUIDEPOST:

Avoid degrading stereotypes concerning Jewish family life. Also show some Jewish families as one-parent, or following other patterns prevalent in American society today.

AVOIDING RACIAL AND MINORITY STEREOTYPES IN ART

Because racial differences are essentially visual, textbook illustrations can bring us a long way in overcoming neglect and poor attitudes towards minority groups. The illustrator and photo researcher must become thoroughly familiar with the spirit expressed in the previous discussion of racism. He or she should study the material to be illustrated for clues to the intent of the story or text, for fresh ideas to replace outworn visual stereotypes.

Because drawings tend to be stylistic, oversimplified, or exaggerated, care must be taken to avoid inadvertent caricatures or too much sameness. Be careful, too, of color processes that inadvertently misrepresent skin colors. Good solutions are to make more use of photographs that portray minority people; to study photos to learn how people from different ethnic groups really look; to use such photos when possible. Best of all is art created by persons of the given ethnic origins, and efforts should be made to include this art.

Remember to maintain equality between the sexes. Even when a traditional culture is being illustrated where women were not allowed to share in many activities, equality can be achieved through numerical balance and selecting for illustration those activities where women played a strong role.

Racial and gender balance should be evident in the artwork for each book or other item, including the cover, whether or not it is part of a series, and the series as a whole should reflect this balance.

Illustrations should include all physical types and occasional evidence of physical handicaps, avoiding stereotyped associations with these images. People should be thin, fat, "average," tall, short, etc., some wearing glasses, an occasional hearing aid, crutches, in a wheelchair, using deaf sign language. Stereotypes include ugly villains, handsome heroes, skinny geniuses wearing glasses, which, while not necessarily objectionable, do not portray people realistically.

The Manufacturing Department has the obligation of insisting that their suppliers meet the standards set forth in these Guidelines.

ART GUIDELINES – BLACK AMERICANS

	STEREOTYPED IMAGES	SUGGESTED SUBSTITUTES
PHYSICAL APPEARANCE:	Blacks that have white features or all look alike	Artists depicting blacks must represent a variety of facial features and not rely solely on screens to convey racial images.
	Blacks all having the same skin color	Show realistic variety of skin tones, from blue-black, brown, copper to very light.
	Blacks with the same hairstyles and hair textures	Show Afros and some of the interesting sculptured hairstyles; vary texture from straight to curly or kinky hair.
	Drawing styles that exaggerate black features, unless the same is done for whites in the same story	Try to avoid such exaggerations: characters should look natural whether or not the art style is representational.
DRESS:	Black people always wearing loud colors, "be-bop" clothing, straw hats, white suits, lavender shirts, plaids, exaggerated prints —or blacks only wearing standard white, middle-class dress	Show a variety of dress, appropriate to the story line. Most wear the same clothes as other Americans. But sometimes depict the beautifully-patterned African shirts and Muslim headwear that some blacks wear now.
	People in Africa wearing "native" dress all the time; or wearing westernized versions of African "costumes"	Many blacks in Africa wear modern dress, particularly in urban areas. But do not overlook traditional dress when it is appropriate to the text and is accurate for the country you are depicting.

	STEREOTYPED IMAGES	SUGGESTED SUBSTITUTES
ENVIRONMENT:	Urban blacks in crowded tenements on littered, chaotic streets; big bright cars; abandoned buildings with broken windows, wash hanging out, or All blacks living in innocuous, dull, white picket-fence neighborhoods	Show urban blacks living in all city neighborhoods, including luxury apartments and suburban houses. When illustrating tenement areas include a realistic mix of the people living in them. When appropriate to the story, do show the action, excitement of city scenes; show, too, hardship conditions when the text calls for it. The idea is not to typecast blacks into ghetto misery.
ACTIVITIES:	Blacks always off the center of action, in the background, watching, helping out	Blacks must sometimes be featured as the focus of a picture, initiating, performing the action, with persons of other ethnic groups.
	Black persons never used to illustrate the "typical voter," "average shopper," classroom teacher, the friendly grocer, salesperson	Part of the time, persons representing everyday life in America should be black.
	One black face in a crowd of white faces	Group scenes should not portray one minority person, or in other ways make blacks stand out as the exception.
	Black persons used only to illustrate lower-level jobs	Black persons should be represented in all professions, medicine, law, business, education, as well as other areas.

ART GUIDELINES – AMERICAN INDIANS

	STEREOTYPED IMAGES	SUGGESTED SUBSTITUTES
PHYSICAL APPEARANCE:	Long hair, braids, headbands	Traditional Indian hairstyles varied from tribe to tribe. Modern Indians have a variety of hairstyles.
	Sameness of facial features, impassive expressions	Study photos to learn how Indians really look so you can depict them recognizably without relying on "costume" props. Features and expressions vary as in all people.
	Having "red" skin	Show realistic variety of skin tones.
	"How" gesture, warlike stances, comic poses	Art must not reinforce these stereotypes.
DRESS:	Full headress, feathers, buffalo robes, wearing war paint, carrying bow and arrow;	Many modern Indians wear modern clothing except for special ceremonial occasions. Traditional clothing and artifacts should be correct for the tribe being illustrated.
	Women wearing "squaw" (an offensive term) dresses, beads, headbands	
ENVIRONMENT:	Living in tepees surrounded by totem poles and pinto horses, with buffalo thundering by	Tribes lived in dwellings that varied considerably. Many did not have totem poles, did not live anywhere near buffalo, and did not own horses. Be accurate.

	STEREOTYPED IMAGES	SUGGESTED SUBSTITUTES
NVIRON- IENT: continued)	Modern Indians living in shacks on reservations, with outdoor water tanks and bleak landscapes	Many Indians live in cities and the suburbs. Show this. Do not play down bad conditions in some reservations when the text calls for it, keeping in mind the Indian point of view.
CTIVITIES:	Males always hunting or in war parties, or passing the peace pipe	Show what males actually did. Some farmed, fished, hunted, gathered, etc. Each tribe had its own rituals. Do not reflect Western movie images or show Indians as always fierce.
	Females doing nothing but sewing buffalo hides, grinding corn, carrying "papooses"	In some tribes, females had (and still have) much status; they comprised the decision-making body, directed farming, building, political activities. Show this.
	Modern Indians working only on ranches or in menial jobs	Indians are lawyers, teachers, writers, active in the performing arts, sports, and most other levels of employment. They should be so shown occasionally when you are depicting "typical employees" or representatives of professions.
	American Indians absent from classroom scenes (except on reservations), street scenes, offices, stores, etc., never pictured as a representative voter, consumer, worker, etc.	This should be changed so that recognizable Indians (by dint of accurately portraying Indian features and using photos) are seen in everyday American life. This is especially important in classroom scenes and family portrayals.

ART GUIDELINES – HISPANIC AMERICANS

	STEREOTYPED IMAGES	SUGGESTED SUBSTITUTES
PHYSICAL APPEARANCE:	Sameness in facial features, skin color, size, hairstyles	Show a realistic variety of physical features and body types; skin color varies from white to very dark; hair can be straight, curly, or kinky.
	Men always having mustaches, using excessive hand gestures, appearing to swagger; women and girls always looking shy, docile	Gestures and attitudes should be appropriate to story line.
DRESS:	Always wearing bright colors; older women always wearing black; girls always wearing dresses	Most of the time, show modern dress; avoid sexist implications. Be accurate about dress representing indigenous cultures.
	Mexican men always wearing ponchos and wide-brimmed hats	
ENVIRONMENT:	Mexican people living in huts, man sleeping under a huge hat	Search manuscript for less stereotyped means of depicting original Mexican and other Spanish-American surroundings. Black and Indian culture, as well as Spanish, exists in South America.
	Hispanic Americans either living in squalid sharecropper shacks or crowded tenements	Be realistic about showing harsh conditions when appropriate to the text, but also show Spanish-speaking people in all manner of neighborhoods and environments, including wealthy ones.

	STEREOTYPED IMAGES	SUGGESTED SUBSTITUTES
ACTIVITIES:	Mexicans grinding corn, riding donkeys	Depict employment of Hispanic Americans accurately, in America and in "root cultures."
	Working at menial jobs as crop-pickers, delivery "boys," waiters; young people always working on second-hand cars	Represent in all professional areas.

ART GUIDELINES – ASIAN AMERICANS

	STEREOTYPED IMAGES	SUGGESTED SUBSTITUTES
PHYSICAL APPEARANCE:	Look-alike "oriental" features, for all ages, for persons from different origins, for individuals within one origin group	Study photos to learn realistic variety of face shapes, features, skin tones, eye shapes, height, body size, age characteristics. The use of single slanted lines to depict Asian eyes is never acceptable. Show individual variety.
	Straight black hair and bangs, buck teeth	Avoid these stereotypes. Some Asians, for example, have wavy hair, and hair styles vary.
	Modern Chinese males wearing pigtails, inscrutable grins, with folded arms or clasped hands—or always wearing glasses, and looking serious and polite; mincing-looking, shy-appearing women.	Avoid outdated, inaccurate images; show the full range of human expressions, postures, and gestures.
DRESS:	Modern Japanese women wearing kimonos and carrying babies on their backs; Chinese women wearing cheong sam (high-collared) dresses; Chinese men dressed like coolies	Even though some Asians—especially older Japanese—do wear traditional attire, show Asians in modern dress, except for special occasions in the given country.
	Modern Asian Americans always wearing dark business suits and glasses.	Except when illustrating the past or traditional dress worn on certain occasions, show a variety of modern clothing most often.

	STEREOTYPED IMAGES	SUGGESTED SUBSTITUTES
ENVIRONMENT:	Chinese people living and working only in Chinatowns; in China, only in sampans or rice fields	Depict the color and style of a "Chinatown" environment when the story calls for it; otherwise show Asian Americans in the usual variety of neighborhoods and settings. We particularly need Asian Americans in classroom situations. Be up-to-date in depicting settings in the original countries.
ACTIVITIES:	Males as peasants, coolies, waiters, laundry owners, math students	Show the considerable variety of professions held by male and female Asian Americans.
	Women as doll-like, infirm, ingratiating to males, "Geisha girl" images	When depicting the "root culture" search the text for ways to show more than the commonly-known roles and rituals.
	No Asian Americans as representative voters, buyers, etc.; hardly any in classrooms or as teachers, doctors, nurses, etc.	Picture Asian Americans in examples as part of everyday American life, in classrooms, etc.

ART GUIDELINES – JEWISH AMERICANS

	STEREOTYPED IMAGES	SUGGESTED SUBSTITUTES
PHYSICAL APPEARANCE:	Hooked noses, dark kinky hair, glasses, hunched-over postures	Show a wide range of facial features, hair types, styles, and colors; and a full range of gestures and postures. There really is no Jewish "look;" therefore the text will be the primary indicator that we are talking about Jews.
DRESS:	Always wearing business suits and glasses, carrying a briefcase; "Jewish princess" image (a term not to use), fancy hairstyles, a lot of makeup on the women	Jews of course wear the same variety of clothes that other Americans wear, and this must be shown. Avoid any sexist images. Depict the dress of Hasidic Jews *if* the story calls for it, making sure it is accurate. But remember that Hasidic Jews are a small minority among Jews–even among the Orthodox.
ENVIRONMENT:	Jewish children always living in urban tenements, or wealthy Jews living in absolute luxury, with nothing in between	If the story talks about an urban tenement area, illustrate it; but most Jews today live in middle-class surroundings, in cities, suburbs.
ACTIVITIES:	Working as small shopkeepers, doctors, lawyers, jewelers, to the exclusion of other professions	Show range of professions including sports and the arts, sciences, etc.

	STEREOTYPED IMAGES	SUGGESTED SUBSTITUTES
ACTIVITIES: (continued)	Few, if any, Jews illustrated as important figures in history and contemporary events	Select photos that show Jewish figures in American and World history (for example, Einstein, Freud, Disraeli, Kissinger, etc.).

SUBJECT-AREA GUIDELINES – SEXISM AND RACISM

TEACHER'S MATERIALS – ALL SUBJECT AREAS
READING
GENERAL SOCIAL STUDIES
ELEMENTARY SOCIAL STUDIES
HIGH SCHOOL SOCIAL STUDIES
LITERATURE
GRAMMAR, COMPOSITION, AND SPELLING
FOREIGN LANGUAGES
FAMILY LIFE (HOME ECONOMICS)
MATHEMATICS
SCIENCE
MUSIC

The purpose of the following section of the Guidelines is to discuss problems and opportunities regarding women and minorities that occur in key classroom subject areas. These very specific guidelines should not be considered substitutes for the information covered in the general guidelines, for we have made every effort not to repeat ourselves, except where we felt a point should be amplified as related to the specific subject area.

TEACHER'S MATERIALS – ALL SUBJECT AREAS

If sexual or racial bias appears in student materials, mention of this in the teacher's materials cannot substitute for discussion of this bias in materials the students actually use. However, material expanding on questions of race and sex is of considerable value in teacher's materials, especially because teachers themselves may not always be fully prepared to recognize and correct stereotyped attitudes.

The guide materials, annotations, and answers should be written in non-sexist language according to the guidelines in this booklet.

Teacher's materials should not group learning abilities, aspirations, career potentials, interests, or special problems in the categories of sex or ethnic origin. Teacher's notes should not say, for example, "Girls are generally better readers than boys in the earlier grades." Statements such as these become self-fulfilling prophecies and subtly influence the way a teacher views the students. Contrasts between groups of people should not be implied, as in the following activity suggestion: "Have the girls stand on one side of the room; the boys on the other," or "The boys can bring their pet frogs; the girls, their favorite dolls."

Use the art guidelines beginning on pages 25 and 64.

Use the language-usage guidelines beginning on pages 18 and 33.

READING

Reading is at the core of elementary school education and has, therefore, the greatest potential impact in shaping children's attitudes. While the subject area of reading does not call for additional guidelines to those already presented in this booklet, it does demand exacting attention to details for eliminating stereotypes. For this reason, we recommend the following guide for planning and producing reading materials:

Overall representation of the sexes should be about 50-50 whenever possible. The boundaries should not be rigid. A strong, active male character can express emotion; a seemingly passive girl who helps her mother a lot can discover her capacity for leadership; a loving mother can work outside the home; an athletic father can be shown using a hair dryer. The aim is balance.

Within these percentages, approximately one-fourth or more of the characters should be girls and women in activities that:

- are central
- are outside the home
- are active
- are physically demanding
- are exciting
- are highly valued in our culture
- require initiative
- require leadership
- provide instruction
- are fun

NOTE: Female characters above and beyond this percentage might share in household tasks, cry occasionally, and play passive roles, but preferably in conjunction with strong attributes.

Approximately one-fourth or more of the characters should be boys and men in activities that:

- are secondary
- are inside the home
- are observing
- express emotions

- show social concern
- show concern for appearance
- minister to the needs of others
- scold

Include at least a 25% representation of minority group Americans:

- as central characters
- as significant figures in history and contemporary life in America
- as solving their own problems
- as initiating important events and helping others solve problems
- as distinct personalities, having the full range of human problems, emotions, abilities, and aspirations
- in all professional areas, with emphasis on upward mobility
- in pleasant and varied neighborhood environments
- in recognizable family situations–but with attention to special differences in customs, rituals, and lifestyles
- in various social milieus, public events, clubs, special interest groups

Minority Americans include:

All should be included in the above items.

Black (or Afro) Americans
Asian Americans (preferably to be referred to by specific origin: *Chinese American*, *Korean American*, etc.)
Spanish-speaking American (to be referred to by specific origin: *Mexican American*, *Cuban American*, etc.)
Jewish Americans
American Indians (preferably to be referred to by specific origin when possible: Hopi, Pawnee, Cherokee, etc.)

Root culture materials, such as ethnic folk tales, may be used, but these cannot supplant a generous representation of the cultures as part of America.

void pejorative meanings attached to the words "black," "yellow," and ed."

voiid typecasting of any group: fat people, kids with glasses, aged people, in, short, or tall people, "beautiful" people, blondes, redheads. As a ide, always imagine you are a child with the characteristics being por-ayed in a story.

ay away from stories that sex-type animals, such as anthropomorphized girl" bears that act silly in contrast to the "boy" bears.

Use the art guidelines beginning on pages 25 and 64.

Use the language-usage guidelines beginning on pages 18 and 33.

GENERAL SOCIAL STUDIES

The Inclusion, or Omission, of Women and Minorities in Social Studies: Because of the roles assigned to them in our culture, minority people and women have not made contributions equal to white males in the events usually highlighted in social studies books. Thus, material that is presented for historical significance or accuracy from the traditional point of view will contain inequity, bias, and imbalance towards groups of Americans; often their activities will seem trivial alongside those of white males. However, there are steps we can take to balance this:

1) Research and amplify the contributions, vocations, and struggles of women and minority groups, discussing them in the course of the text, not just in special sections. Use more females in written hypothetical examples, and illustrate women and all minority groups more often, especially when you are talking about a "typical American" or an important person.

2) Where minorities and/or women are omitted or bias existed (and exists) as a reality, discuss the situation in the pupil's texts in light of today's standards. Mention in the teacher's editions helps to underscore these issues, but cannot substitute for a presentation in the student's materials.

3) Exercise care in developing artwork, selecting prints, and using photographs to show a balance between the sexes and fairly represent all minority groups. If a picture illustrates bias, this must be brought out in the caption. Use captions as an opportunity to bring out the strengths of all people, not implied weaknesses or stereotypes.

LEMENTARY SOCIAL STUDIES

though primary grade pupils are not ready to deal directly with complex cial problems, they are especially vulnerable to social messages inherent our approaches to women and minority groups in our social studies mate- ls. The early materials should set in motion the habit of open-mindedness wards persons of the opposite sex and other races and cultures, and leave child with no question of the acceptability of his or her own sex and hnic origins. The following areas are especially important:

epicting Families: Show variation in family structures, including some ne-parent families. Avoid sexist stereotypes in the ways the family members re and work together. Frequently use minority people to illustrate typical merican families, including blacks, Asian Americans, Spanish-speaking mericans, American Indians, and Jewish Americans.

ext Examples: At least half the time, the sample voter, taxpayer, worker, operty owner, public speaker, electoral candidate, community leader, octor, problem-solving parent, child in India, child in France, Colonial ild, etc., should be female.

pproximately half the time, the sample shopper, housekeeper, typist, rse, elementary school teacher, cook, one who cares for children, one ho seeks advice, one who asks stupid questions, one who receives help, ne who causes a problem, one who is a victim, etc., should be male.

illustrations that portray them clearly, minority people of all groups ould be portrayed about one-quarter of the time or more in a variety of les, including the average voter, a typical consumer, property owner, ectoral candidate.

se of Language: Avoid the generic "man," "men," "mankind." Do not llow a sex-neutral word, such as "Eskimo," "farmer," "doctor," with "he" "men," unless you alternate it with equally important, neutral examples ing "she." For example, "The farmer sometimes traded his produce for

goods he could not grow himself" and then, "The shop-owner would trade her tools and cloth for eggs, meat, and milk." Otherwise, use the plural form: "Farmers traded their produce for goods." "Shop-owners traded goods for food." It is acceptable to use "he" or "she" if you specify that only one sex was involved (and you know this for a fact): "Only men did the hunting in Eskimo society. The Eskimo hunter built his harpoon . . ." Avoid patronizing language that implies that the achievements and efforts of women and minorities are cute, trivial, childlike, or amazing. In addition, be careful in using words that imply value judgments.

Slavery: Too much emphasis on the economic "need" for slaves in America oversimplifies slavery and seems to justify it. It is important to represent slavery from the black perspective. It must be made clear to the child that slavery was wrong judged by all present-day standards. We should convey the fact that slavery was widely accepted in its day, as was the subjugation of women, child labor, impressing sailors to serve on ships, and other forms of exploitation that do not exist in comparable form today. Our books should include, where possible, excerpts from slave writings as well as stories from all points of view and examples of black courage and leadership.

American Indians: American history might be better told as it happened, beginning with the original Americans whose diverse cultures existed long before the white settlers arrived. More of the Indian point of view should be told, with care for accuracy of tribal customs, dress, and modes of living. Discuss Indian philosophies concerning land ownership, leadership, and cooperation with nature. Some thinkers in America have come full circle and are examining these philosophies for clues to how we might cope with our present pollution and shortage crises; the sooner a child is introduced to these concepts, the better. As white settlers are shown arriving in America, keep in touch with Indian perspectives; and do not lose touch with them throughout the course of American history, including a modern society that has Indians. Be careful not to justify the treatment of Indians by glorifying

the whites' "need" for more land. Avoid comparisons that place Indian culture in an unfavorable light.

Minority Groups in America: Present-day social studies texts tend to treat all peoples as secondary to Anglo-Saxons in the settlement of America. We must touch on the origins of all Americans, their purpose in immigrating, what happened to them, and what their current role is in our culture. Without these cultural perspectives, children are not equipped to cope with minority issues.

Use the art guidelines beginning on pages 25 and 64.

Use the language-usage guidelines beginning on pages 18 and 33.

HIGH SCHOOL SOCIAL STUDIES

On the secondary level, we have the opportunity to deal directly with the issues of racism and sexism. Because the subject matter is complex, we must pay careful attention to the subtleties and details that can convey bias even in discussions of other issues. As in elementary social studies, we must avoid sex stereotyping. The following considerations are equally important.

Determine whether a given category of persons is all male, or mixed, and reconsider terminology accordingly: Consider this sentence from a world history text: "The power still held by European lords in the twelfth and thirteenth centuries was gradually eroded, so that by the late eighteenth century it was firmly in the hands of absolutist kings across the continent." In light of the role played by women in running manors and assuming feudal responsibilities during the Crusades, the word "lord" is non-inclusive. The presence of Maria Theresa and Catherine the Great on two of Europe's most important thrones during the period mentioned makes the word "kings" inaccurate. Instead of "lords" we can choose "feudal nobles," "landowners," or "lords and ladies," and use "rulers," "monarchs," or "kings and queens" instead of "kings." Credit should be given women where it is due, which means including them where exclusively male terms formerly barred them.

Reconsider social generalizations to determine how universal a pattern really is: For example, many frontierswomen were widows or single and shouldered responsibilities other than those traditionally assigned them in history texts. Women in Nigeria serve as tribal leaders. We must make certain that a generalization does not leave a contrary impression, as would "Leaders in modern Africa are men who . . . "

Clarify generalizations which refer only to a particular segment of the society under discussion: A discussion of the problems of urban blacks, giving the impression that all urban blacks are poor, when, in fact, many are middle-class would be misleading.

Is a phenomenon being viewed from only one angle? "The Renaissance in Italy brought forth a heightened esteem for the creative potential of human beings." What about the male orientation of the movement, the fact that the role of women was not affected in the same way as that of men, and that—according to some historians—women became even more restricted during this period? A similar observation on the fate of women could be made about the transition from tribal to urban communities in ancient Mesopotamia. In the same vein, we must not talk about the progress of white settlers westward without mentioning the displacement of the American Indians. When we are talking about people, we must talk about all concerned.

Watch for slips conveying the impression that certain groups are invisible: Who were the first settlers of Australia, South Africa, North America? Who "discovered" these areas? "All men are created equal." What about women? What about slaves? Visual materials, such as comprehensive maps, should not leave non-western areas blank simply because their inhabitants were not viewed as "civilized" by their western contemporaries.

Make a point of bringing out important figures and events relating to women and minorities: For example, when discussing women's suffrage, mention the women who were involved, deal with the entire struggle, and bring out the fact that the early women's movement dealt with many more issues than getting the vote.

Be familiar with the connotation of terms used to refer to non-western and American minority peoples: Many people, for example, prefer the name "Khoisan," to the European terms "Hottentot" and "Bushman." American Indians should be discussed with accurate tribal names. We should make every effort to determine whether a particular context provides the opportunity to replace familiar but pejorative or inaccurate terms with more accurate and preferred terms.

Use the art guidelines beginning on pages 25 and 64.

Use the language-usage guidelines beginning on pages 18 and 33.

LITERATURE

We encounter special problems in dealing with literature anthologies and selections, because many great literary works of the past are viewed as biased, sexist, or racist by today's standards. Their authors were subject to the prevailing social and psychological forces of the era, and this circumstance must not detract from literary contributions that have lived through the years. We do not wish to eliminate these important works from our books; but we can achieve a better balance than in the past, and in student discussion materials we can explain blatant and subtle biases.

Selection of Authors and Editorial Boards of Anthologies: When possible, at least half the authors and compilers of new series should be women and minority group representatives. On revisions of existing anthologies, women and minority persons should be added where possible.

Selection of Authors of Literary Works: In revising and planning new series, we may not immediately be able to achieve a total balance of authorship; but quality works by women and minorities should be included as much as possible.

Selection of Literary Materials: When possible, authors should avoid selections that contain sex-role and minority-group stereotyping. When this is not possible, as in the case of a literary classic, a discussion of this issue should be included in the introductory materials and study questions. Authors should also make special effort to search for stories that have minority characters and women as central characters.

Language Usage: We cannot edit actual literary works to make them sex-neutral, but we must be certain of non-sexist language usage in our introductory and discussion materials. From time to time the problem of sexist language in literature should be an item for discussion in the student materials.

Study Questions: These should be interesting to both female and male

students, and non-sexist in wording. Discussion questions should deal with any racism or sexism that may appear in a given literary selection.

Biographies: Women should be treated as men have been—that is, they must be identified by their achievements. If a father or husband was important in a woman's literary career, that fact should be mentioned in its proper place—not as the first and, by implication, most important fact about her. The same thing applies to any minority writers who were helped by white people. Again, care should be taken to follow the guidelines for non-sexist language usage.

Use the art guidelines beginning on pages 25 and 64.

Use the language-usage guidelines beginning on pages 18 and 33.

GRAMMAR, COMPOSITION, AND SPELLING

If the editor, author, and artist are familiar with the general guidelines on sexism and racism, there should be no special problems with this subject area. However, there are special opportunities for upgrading women and minorities—as noted in the guidelines on illustrations, and as discussed below:

Art Displays: These include sample business and social letters, which can provide a means of demonstrating the changing role of women and minorities. A business letter may be from a woman executive; a girl may write to a camping supply outfit for information; a man may write a letter to a company as a consumer; and boys as well as girls should write thank-you letters, invitations, and other social correspondence. Some sample letters can deal with programs for minority persons, initiated by them.

Literary Selections: These usually appear as models in grammar and composition texts as brief excerpts from stories, articles, full-length books. Authors planning a series of such selections should make sure of girl/boy balance and use "girl" selections in which the female characters are effective, interesting, and engaged in activities as exciting as those of the boys.

Displayed Single-Sentence Examples: These appear in language arts texts to illustrate ideas in grammar and usage and to provide practice in such ideas. Careful editing of such displays can improve the tone of an entire book.

These examples assume an all-male class:

Alex is tall.
John is taller than Alex.
Dave is the tallest.

These examples acknowledge the presence of females:

Alex is tall.
Frieda is taller than Alex.
Joanne is the tallest student in the class.

Do be sensitive to sex-role stereotyping:

Not always:	Mrs. Watson made apple pie.
But also:	Mrs. Watson made a model of the new Town Hall.
Not always:	Mother sewed up the torn seam.
But also:	Bill mended the seam in his pants.
Not always:	The instructor . . . his
But often:	The instructor . . . her
Not necessarily:	Mr. Wong left his office . . .
Sometimes:	Mrs. Wong left her office . . .
Not necessarily:	Father's vacation began . . .
Just as often:	Mother's vacation began . . .
Not necessarily:	Please help Jane climb the ladder.
Just as good:	Please help Ken climb the ladder.
Not necessarily:	Mother asked him to get groceries.
Just as good:	Father asked him to get groceries.
Not always:	Sylvia is the most graceful dancer in the class.
Just as good:	Bill is the most graceful dancer in the class.

Use the art guidelines beginning on pages 25 and 64.

Use the language-usage guidelines beginning on pages 18 and 33.

FOREIGN LANGUAGES

Here we are dealing with two opportunities—one to balance the roles of the sexes and the other to introduce cultural discussions dealing directly with issues of sexual and racial bias. The following points should be kept in mind:

Presentation of Grammar and Exercise Material: Females should appear in examples, drills, and exercises as frequently as males, avoiding stereotyped roles and presenting an equal variety of activities for both sexes.

Dialogue Material: Female characters should appear in central, non-stereotyped roles as frequently as male characters, and they should not be subordinate to male characters.

Cultural Material: The inferior role of women, especially in Hispanic and French cultures, should be discussed, along with the cultural and economic reasons for the continuation of male-dominated societies. The work of women outside the home should be brought to light; for example, in Hispanic cultures, stress the role of women in agricultural work, light industry, commerce, the arts. In French and German cultures, show women in commerce, politics, the arts, education, communications, science. In any culture, prominent female figures should be discussed.

Minorities: Spanish texts should include cultural, literary, and illustrative material on the Afro-Antillian and Indian cultures. French texts should include cultural, literary, and illustrative material on French Jews, French West Africans, French-speaking North Africans, and French Canadians.

Literature: A preponderance of literary selections in which women have weak or non-existent roles should be avoided. Instead we should attempt to include selections that feature women in strong and/or central roles, balancing selections that feature men in similar roles. Make a special effort to include works written by female authors.

Use the art guidelines beginning on pages 25 and 64.

Use the language-usage guidelines beginning on pages 18 and 33.

FAMILY LIFE (HOME ECONOMICS)

This subject area provides excellent opportunities to address the changing roles of the sexes, for it is the one school subject traditionally considered the exclusive domain of women. Now, home economics textbooks have to take into account a male readership, and they are expected to expand and upgrade the concept of home management. Minority people have been left out almost as much as men, and we have considerable opportunity to include them.

Language Usage: This should follow the earlier guidelines, and not exclude men. The exception will be those selections, if any, dealing with areas specified by sex.

Equal Treatment: Men and women should be treated as having the same potential responsibilities and capabilities in household matters, avoiding any implication that males have an especially hard time learning in this area or that they will mostly be helping out. The option of shared responsibility between the sexes should be emphasized, as well as occasional switching of traditional roles. The importance of personal and household maintenance should be conveyed by the tone of the materials, avoiding any temptation to apologize to the male readership.

Clothing: Treatment should be given to the selection, making, and care of men's clothing, and a discussion of the history of male dress should be included. When discussing the importance of dressing well, give equal importance to the status of each, both sex, avoiding, for example, contrasts such as these: "It is important for a man to dress carefully, for employers are concerned about the image their executives will project to the public." "A woman should not show up for a typing test wearing clothing that is too casual or too dressy." Attention should be paid to special modes of dress preferred by some minority groups.

Grooming and Cosmetics: Males should get equal time: If you have a chart of face shapes for women, have one for men; both should receive the benefit of a discussion of hair, skin, and body types. We should escape from over-

emphasis on "ideal" physical characteristics in terms of stereotyped notions of beauty, and instead focus on what is healthy for the individual and what will enhance that individual's basic physical endowments. Cosmetics, hair coloring, and other artifices can be discussed for both sexes. Also, we must deal with minority group physical characteristics: makeup for blacks, discussion of black hairstyles, skin problems, eye shapes. Show minority figures in illustrations, but not in a stereotyped way. For example, depict Asian-Americans, but not always with straight hair and bangs.

Food: The chores of buying and preparing food should not be sex-typed in any way; nor should there be a preponderance of males specializing in advanced, gourmet cooking. All ethnic groups should appear in illustrations, and their recipes should be included.

Home Management: Discussions of budget, planning household expenses, handing out money, deciding on important purchases, paying bills, arranging for repairs, house selection, moving, and all other aspects of home management should not be sex-biased. Be careful about subtle differentiations in motivation for household responsibilities: "A man takes pride in his home and keeps it in good working order." but, "A woman takes pride in maintaining an orderly, pleasing environment for her family."

Marriage and the Family: It should be clear in all home economics textbooks that not every adult is expected to marry, but that personal and home maintenance is an important part of single adulthood as well. Discussions of family life should touch on options that are opening up in living arrangements, group households, extended families, single-parent families, etc. It is also important to discuss the changing roles of men and women, the tendency for men to assume household responsibility as women gain outside employment, the problems couples can expect to face during this transition, and the solutions found by some, such as agreements spelling out the duties of each person. We don't want to advocate any one particular lifestyle, or suggest to students that they should or should not try the many alternatives now available to them. Our materials should be written in an informative, impartial way.

Use the art guidelines beginning on pages 25 and 64.

Use the language-usage guidelines beginning on pages 18 and 33.

MATHEMATICS

Because students and teachers are unlikely to question the social impact of materials used to teach an abstract subject area, such as mathematics, inadvertent sexual and racial bias in mathematics materials can be particularly insidious. Students learning math from such materials may be taught stereotyped attitudes without their realizing it. Therefore, illustrators, authors, and editors should pay particular attention to the content of examples, where we have excellent opportunities to eliminate bias.

The number of times males and females are used in math examples should be approximately equal. Also important is a balance in the significant activities undertaken by the females and males used in the examples. The following juxtapositions should be avoided:

TRADITIONAL EXAMPLES USING MALES	TRADITIONAL EXAMPLES USING FEMALES
"If a man flies his airplane 250 miles . . . "	"If a woman walks two blocks to the store . . . "
"If Mr. Jones invests $10,000 in stocks . . . "	"If Mrs. Jones buys three yards of cloth at $3.00 a yard . . . "
"Sam needs an additional 12 feet of lumber for the tree house he is building . . . "	"Susan needs two forks for each place she is setting at the table . . . "

Here is a more satisfactory group of examples:

"If a man flies his airplane 250 miles . . . " (or "If a person flies an airplane 250 miles . . . ")	"If a woman sails her boat 300 miles . . . "
"If Mr. Jones buys a hat for $20.00 . . . "	"If Mrs. Jones invests $10,000 . . . "
"George washed the dishes for six people, each person used . . . "	"Susan needs two forks . . . "

Use the art guidelines beginning on pages 25 and 64.

Use the language-usage guidelines beginning on pages 18 and 33.

SCIENCE

Women and Minorities in Science Texts: Because of the societal roles tha have been traditionally assigned in our culture to women and minorit people, white males are credited with most of the significant achievemen in science. Thus, women and minority people will be invisible if the text developed largely as a history of scientific achievements. In light of th situation, the following procedures are recommended:

1. Research and present fairly the scientific achievements of women an minority people. Do not decide that there are no uncelebrated contributor Find out.

2. In activities and exercises, include women and minorities in non-stereo typed situations, especially in artwork and photographs. Avoid activit stereotypes, such as boys doing things and girls recording the boys' achiev ments.

3. In discussing the application or significance of a discovery, remembe that all people, not just white males, benefit from the discovery. If the tex examines practical applications of science, women and minority peopl should be represented at least 50% of the time.

4. Language throughout the text should be nonsexist and nonracis Generalizations about mankind should not be phrased "man . . . he . . . " study of the human body should not be called "The Biology of Man. Additionally, be alert to exclusionist labels and names, such as "Cro-Magno man" when you mean "Cro-Magnon people" or "Cro-Magnons."

5. Artwork should depict women and minority people at least 50% of th time, avoiding sexual and racial stereotypes.

6. Discussions of human physiology should not be coupled with behavior stereotypes—that is, male characteristics should not include aggressiv behavior; female characteristics should not include docile response.

Use the art guidelines beginning on pages 25 and 64.

Use the language-usage guidelines beginning on pages 18 and 33.

MUSIC

While music is of course a mental discipline, it is performance-oriented to a considerable degree. In elementary school, the music course is physical: creating (performing), listening, looking. It is therefore imperative that activities, photographs, and artwork include all children, free from racial and sexual stereotypes. To reach this goal, authors, editors, and illustrators should bear these points in mind:

1. With children under the ages of 9-10, there are no justifications for dividing singing groups into boys and girls. This easy (lazy) division reinforces any sense that girls and boys may have of being categorized as a sex group. After boys' voices change, divisions are justified for reasons of vocal range only, not for stereotyping active and passive roles.

2. There must be no preconceived notions expressed or conveyed about appropriateness of instruments determined by sex or race. Women play brass instruments and the larger string instruments; blacks play strings as well as brasses. Sex and race have nothing to do with being a conductor either.

3. In a history of Western musical composition, minority people should figure accurately as influences: blacks, Asians, and Spanish-speaking people have all produced music that has influenced contemporary American music. Additionally, women have played significant roles in contemporary and classical choral and popular music as arrangers and composers. As a rule, do not decide that there are no uncelebrated contributors. Find out.

4. Women and minority people are well represented as composers and performers of contemporary "folk" music. In tracing this strain of music, authors and editors should be attentive to the roles played by all people. In folk-music literature there is interestingly a significant role played by invisible people behind the name "anonymous." Do not presume that person's sex.

5. Language throughout the text should be nonsexist and nonracist. The language of songs is sometimes sexist or racist or both. Songs considered

for inclusion in a school curriculum must have their words weighed ar evaluated. If a song has lyrics that reinforce stereotypes but is so importa historically and musically that it must be included in the course, then th lyrics (a) might be modified if within the spirit of the song and/or (b) th stereotypes must be explained in the text and discussed afterward. Any bi must be acknowledged and explained on a historical basis.

Use the art guidelines beginning on pages 25 and 64.

Use the language-usage guidelines beginning on pages 18 and 33.